

SUMMARY

Vlasenko Anton. The main directions of developing technical skills in volleyball students based on the improvement of motor qualities.

This article addresses the issue associated with the technical skills of students - volleyball players in modern conditions. It analyzes the effectiveness of methods for organization, management, and control, rational application of modern technologies in the training process, taking into account individual, age, morphofunctional characteristics, as well as biomechanical characteristics of motor actions. One of the areas for improvement is the enhancement of the methodology of physical and technical training for student volleyball players. Unfortunately, there still remain several unresolved problems in this field. Among them, such issues as the development and modeling of rational technique variations, increasing the effectiveness of means and methods of technical preparation, monitoring the structure of preparedness, and some others can be mentioned.

Key words: volleyball, physical training, technical proficiency, students, motor qualities.

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ANALYSIS OF THE MAIN RESULTS OF THE STUDY ON THE PROBLEM "PREPARATION OF FUTURE MUSICAL ART TEACHERS FOR THE FORMATION OF SCHOOLCHILDREN'S CULTURAL COMPETENCE BY MEANS OF INNOVATIVE ART TECHNOLOGIES"

The article reflects the main results of the study devoted to solving the issue of ensuring the quality of training of future Ukrainian and Chinese teachers – education applicants in the specialty 014 Secondary Education (Musical Art), for productive work with modern schoolchildren, classified in the scientific discourse as the "Alpha" generation, namely – to the formation of pupils' cultural competence by means of innovative art technologies. The article defines the functional structure of the mentioned phenomenon, the introduction of certain pedagogical conditions into the educational process of the relevant higher education institutions, as well as the results of the development and experimental verification of the author's methodology for solving this problem in the context of the modern socio-cultural environment in the field of general music education in general secondary education institutions).

Key words: cultural competence, future teachers, culture, musical-aesthetic culture, musical art, innovative technologies, art technologies, pedagogical conditions, sociocultural environment, schoolchildren.

Introduction and analysis of relevant research. The dynamic processes of the knowledge society formation and globalization in the 21st century brought radical changes to the world socio-cultural environment,

caused the emergence of a new cultural landscape and gave a strong impetus to the development and application of information and communication technologies (hereinafter – ICT) in all spheres of cultural life and education, in particular, in the field of general art education. The improvement of computer technology and the rapid development of multimedia have led to the global spread of Internet technologies and social (public) computer networks with access in “online mode”. As a result of such changes, people, primarily the young generation (modern schoolchildren, students, etc.), received easy, fast and unlimited access to any information, in particular to artistic content of any genre, style and national affiliation. In the modern scientific discourse, scientists emphasize that a special place among this content is occupied by the so-called “commercial music”, which is of low quality, actually corrupts schoolchildren and young people, but has a great demand among them. In this situation, in many countries of the world, including Ukraine and China, the problem of forming cultural competence in modern schoolchildren, which along with the acquisition of critical thinking and of good artistic taste nowadays becomes a kind of “protective barrier”, cultural “immunity” for a growing personality (N. Batiuk, Guo Jun, N. Koehn, Pan Xinyu, Xu Xingzhou, M. Fedorets, Tong Linge, Han Huiyun and others). The works of modern scientists and pedagogical practice show that this problem can be solved only through the acquisition of a real musical-aesthetic culture in modern children from an early age, the prerequisite for which is formation of their cultural competence, which, in turn, is possible only under the conditions of modernization of future musical art teachers training and unification of efforts of general education institutions and parents.

The aim of the article is to analyze the main results of the study dedicated to the preparation of future musical art teachers to the formation of cultural competence of schoolchildren by means of innovative art technologies in the conditions of the modern socio-cultural environment by means of the development and experimental verification of the author’s methodology.

Research results. As a result of the conducted research, it was proved that formation of the cultural competence of modern schoolchildren – a category referred to in the scientific discourse as the “Alpha” generation – is an urgent problem of general art (music) education both in Ukraine and in China (Fedorets, Guo Jun, 2020). It is proved that the formed cultural competence strengthens the regulatory

and protective function regarding the perception, analysis and creative interpretation of musical works in modern socio-cultural conditions.

The essence of the phenomenon of the preparedness of future musical art teachers for the formation of cultural competence of schoolchildren in the context of the modern socio-cultural environment is presented as an integral professional-competence construct, based on the awareness of the value of the cultural heritage of humanity and the desire to successfully inculcate students of the GSE institutions to the modern multicultural environment through pedagogical and educational activities, which consists in familiarizing schoolchildren with the cultural picture of the world, reflected in works of art.

The study revealed the phenomenon of cultural competence in a broad (general cultural) sense, as a key competence, as well as in a narrow (artistic-musical) sense. The essence of the concept of cultural (key) competence and the conditions of its formation among schoolchildren in the context of the modern socio-cultural environment are clarified. The constituent phenomena of cultural competence in the narrow sense are revealed: interdisciplinary (artistic) competence, subject (musical) competence, artistic-aesthetic and musical-aesthetic experience, etc.

The main components of the concept of cultural competence are considered: culture and competence. In this connection, an analysis of the concepts of culture, spiritual culture, artistic culture, musical culture and musical-aesthetic culture in the interdisciplinary scientific discourse was carried out (I. Bekh, N. Huzii, S. Honcharenko, Ding Yun, V. Driapika, I. Ziaziun, A. Kravchenko, N. Koehn, A. Mol, Luo Zhijia, O. Nehrebetska, Pang Xinyu, O. Rebrova, Sun Jiandong, L. Skurativskyi, A. Sokhor, O. Sukhomlynska, E. Taylor, L. White, A. Fasolia, S. Shyp, P. Shcherban, S. Shcherbina, Jia Huimin, N. Yakovets and others). The content of the concept of musical culture, as well as the concept of musical-aesthetic culture as the main goal of general music education in higher education institutions in the context of a competence-based and personality-centered approach, has been specified. It has been determined that cultural competence formation is a prerequisite for modern schoolchildren to master the basics of musical-aesthetic culture. The significance of musical and musical-aesthetic culture for the comprehensive human development is emphasized (N. Batiuk, Guo Jun, M. Fedorets, Han Huyun and others).

The components of the musical-aesthetic culture of a modern schoolchild, which consists of four interrelated blocks: musical-aesthetic

orientation, musical-aesthetic awareness, musical-aesthetic upbringing, musical-creative development, have been clarified. It is substantiated that the basis of the musical-aesthetic culture of modern schoolchildren, along with cultural (key) competence, are artistic-aesthetic experience and musical-aesthetic experience.

The study of the problem of cultural competence formation was carried out by many scientists (V. Bilytska, M. Bayram, M. Bennett, S. Bochner, S. Bondarenko, O. Kachmar, V. Kudikunst, O. Leshner, C. Lurie, L. Samovar, S. Storti, E. Hirsch and others).

The theoretical justification of the component structure of future musical art teachers preparation for the formation of schoolchildren's cultural competence by means of innovative art technologies, the definition of scientific research approaches, methodological principles, the development of author's methodology, etc. was carried out on the basis of the analysis of the works of famous scientists and methodologists in the field of higher pedagogical and music-pedagogical education, in particular, in the field of future musical art teachers training in the specialty 014 Secondary education (Musical art).

It is proved that the preparation of future musical art teachers for the formation of schoolchildren's cultural competence in the context of the modern socio-cultural environment includes three important components of their professional training – musical-pedagogical, musical-performance and artistic-educational. The component structure of this phenomenon is represented by educational-motivational, meaning-generating and creative-communication components.

The study of the problem of future musical art teachers' preparation for the formation of schoolchildren's cultural competence by means of innovative art technologies was carried out in cultural, artistic-educational and musical-technological projections. The methodological basis of the study consists of scientific approaches: competence-based (end-to-end), multicultural, reflective, rhetorical-hermeneutic, interdisciplinary and constructivist (V. Pustokhina, N. Yamshynska, J. A. Banks, Joost Bucker, D. Davis, Y. Lin, E. A. Kinsella, Jam Martin, O. Furrer, St. Mailloux, W. Stanley, N. Brickhouse, D. Fitzgerald and others).

The author's methodology of future musical art teachers' preparation for the formation of schoolchildren's cultural competence combined the target, methodological, organizational-content and result-analytical blocks. The content of this methodology includes well-founded

methodological principles, pedagogical conditions that ensure its successful implementation, as well as methods that were used during pedagogical diagnostics, and methods that were used in the process of training future musical art teachers to form the cultural competence of schoolchildren by means of innovative art technologies.

This preparation was carried out in stages. At the first, value-orientational stage, a pedagogical condition was created: “stimulation to understand the value of cultural diversity and its artistic reflection in art”, which contributed to the development in future musical art teachers of relevant value guidelines, as well as the intention to understand the artistic-aesthetic content of works of various types of art, in particular, musical art, as historically generated forms of artistic reproduction of the surrounding reality, which differ in the ways of reproduction and types of creative materials, with the help of which these works were created (*Encyclopedia of Modern Ukraine, 2005*).

At the second, cognitive-accumulative stage, the pedagogical condition was implemented “inducing future teachers to acquire knowledge about the semiotic functions of elements of artistic languages and technologies (traditional pedagogical and innovative, in particular, ICT, multimedia, etc.), as well as their implementation in the process of general music education”. Emphasis was placed on the formation of knowledge of the education applicants about the artistic-aesthetic expressiveness of artistic, in particular musical works, and the ability to authentically embody them in the process of musical-pedagogical, musical-performing and artistic-educational activities. At the third, creative-independent stage, the pedagogical condition “intensification of the creative activity of future musical art teachers in artistic project work on the development and application of innovative art technologies for the formation of schoolchildren’s cultural competence” was applied. At this stage, close attention was paid to the formation of students’ skills to create and implement, together with schoolchildren, appropriate artistic-educational projects based on the use of innovative art technologies.

The effectiveness of the author’s methodology has been proved thanks to the implementation of ascertaining and molding experiments. For this purpose, appropriate criteria and indicators for assessing the quality of the students’ preparation for the formation of cultural competence of schoolchildren have been developed. In order to evaluate the educational-motivational component, the dispositional-axiological criterion was applied;

the meaning-generating component was evaluated according to the semiotic-interpretive criterion, the creative-communication component – according to the signification-discursive criterion.

Special diagnostic methods were used for expert assessment of the level of formation of the studied professional quality, namely: a test (modified) to determine the level of cultural intelligence (CQ); a creative task to create a pedagogical project of a multimedia digest “Picture of the world in works of art” using ICT means; a pedagogical and creative task to develop and test art-pedagogical technology “Formation of cultural competence of general secondary education applicants (by age groups)” (with the use of ICT).

As a result of the diagnostic measures, the levels of future musical art teachers’ preparedness for the formation of schoolchildren’s cultural competence were determined: low (indifferent); average (affective), sufficient (analytical); high (intentional).

In the course of the molding experiment, the basis of which was the process of step-by-step creation of special pedagogical conditions, the following methods were applied: training technology for the formation of motivation for cultural and educational activity in the musical-educational process; the technology of forming the skills of creating multi-art educational cyber-text; the technology of training future musical art teachers for the organization of multimedia artistic discourse in the music-educational process.

To conduct a molding experiment, 14 people – students of the 3rd and 4th years of study – were included in the experimental group (EG). The control group (CG) was represented by 12 education applicants. In the course of this experiment, the productivity of the author’s methodology of preparing future teachers for the formation of schoolchildren’s cultural competence by means of innovative art technologies was verified. The results of the molding experiment showed some changes: growth at a high (intentional) level – from 7.14 % to 21.43 % and at a sufficient (analytical) level – from 14.29 % to 64.29 %; and, at the same time, a decrease at the average (affective) level from 28.57 % to 7.14 %, and at a low (indifferent) level – from 50.00 % to 7.14 %. The correctness of the obtained results regarding the improvement of indicators of the preparedness of future teachers was checked using the formula of Fisher’s angular transformation, with the empirical value of $\phi^*_{emp.} = 2.911$.

Conclusions. The conducted study proves that preparation of future musical art teachers of Ukraine and China for the formation of cultural competence of modern schoolchildren is a prerequisite for solving the main goal of general music education in general secondary education institutions – acquisition by schoolchildren of sufficient musical-aesthetic culture.

The results obtained experimentally testify to the real effectiveness of the presented author's methodology of preparing future musical art teachers for the formation of cultural competence of schoolchildren by means of innovative art technologies in the modern socio-cultural environment.

The practical significance of the research results lies in the fact that the presented author's methodology can be used in the process of training a new generation of musical art teachers in pedagogical education institutions of higher and secondary levels, as well as in post-graduate education institutions in order to improve the qualifications of practicing teachers of this specialty.

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АНОТАЦІЯ

Го Цзюнь. Аналіз основних результатів дослідження проблеми «Підготовка майбутніх учителів музичного мистецтва до формування культурної компетентності школярів засобами інноваційних мистецьких технологій».

Стаття відбиває основні результати дослідження, присвяченого вирішенню питання якісної підготовки майбутніх українських і китайських учителів – здобувачів освіти зі спеціальності 014 Середня освіта (Музичне мистецтво), до продуктивної роботи із сучасними школярами, віднесеними в науковому дискурсі до генерації «Альфа», а саме – до формування в учнів культурної компетентності засобами інноваційних мистецьких технологій. У статті визначено функціональну структуру зазначеного феномену, упровадження в освітній процес відповідних закладів вищої освіти певних педагогічних умов, а також результати розробки й експериментальної перевірки авторської методики щодо вирішення даної проблеми в контексті сучасного соціокультурного середовища в галузі загальної музичної освіти в закладах загальної середньої освіти (ЗСО).

Доведено, що підготовка майбутніх учителів музичного мистецтва України і Китаю до формування культурної компетентності сучасних школярів є передумовою вирішення головної мети загальної музичної освіти в закладах ЗСО – набуття учнями достатньої музично-естетичної культури.

Отримані експериментальним шляхом результати свідчать про реальну ефективність представленої авторської методики підготовки майбутніх учителів музичного мистецтва до формування культурної компетентності школярів засобами інноваційних мистецьких технологій у сучасному соціокультурному середовищі.

Практичне значення отриманих результатів дослідження полягає в тому, що представлена авторська методика може бути використана у процесі підготовки нової генерації вчителів музичного мистецтва в педагогічних закладах вищої та середньої освіти, а також в установах післядипломної освіти з метою вдосконалення кваліфікації практикуючих учителів даної спеціальності.

Ключові слова: культурна компетентність, майбутні вчителі, культура, музично-естетична культура, музичне мистецтво, інноваційні технології, мистецькі технології, педагогічні умови, соціокультурне середовище, школярі.