

РОЗДІЛ VIII. ПРОБЛЕМИ ПРОФЕСІЙНОЇ ПІДГОТОВИ ЗДОБУВАЧІВ ОСВІТИ

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MODELING AS A SCIENTIFIC-COGNITIVE METHOD OF RESEARCH ON MUSICAL ART MASTERS' TRAINING

The article substantiates the modeling method as the leading one for studying the process of masters' training in the field of art education. It is proposed to interpret modeling as a scientific-cognitive method of investigating content, technological, and organizational components of the learning process through their abstractly rational creation, study, and implementation. The modeling of the educational process is considered, which involves research, evaluation and interpretation of scientific information at all stages of construction and use of approaches, trends for the purpose of expedient, systematic, mobile application of methods of the educational process modernization. Theoretical analysis, observation of practice made it possible to conclude that the organization of masters' training in universities should ensure: flexibility and mobility in determining the general educational strategy during the creation of new specialties and directions; the possibility of varying the specifics of professional training not only due to specialties and specializations, but also on the basis of various master's degree programs; optimal conditions for actualization of knowledge and practical experience of master's degree students.

Key words: *masters of musical art, modeling, scientific-cognitive method, training.*

Introduction. Modern higher education institutions, the activities of which are oriented towards radical changes in the development of the entire civilized society, conduct purposeful research and practical work in the direction of developing and improving pedagogical models of masters' training. Identification of the leading approaches to teaching musical art masters is linked to the modeling process.

Analysis of current research. According to A. Kozyr, in the field of music education, "the effective design of educational work consists in the

selection of such methods of organization of students' activities that most fully realize the content of art education through creative interaction" (Kozyr, 2008). In addition, the principle of projectivity is expressed in ensuring the purposefulness of the educational process, the formation of clear ideas about the goal of personal development of each student, in the orientation of education to the implementation of not just any, but progressive innovations. Thanks to the implementation of this principle, individual work with future musical art teachers is significantly improved in order to develop their creative abilities. The forms, methods and means of the pedagogical process organization are selected in their optimal combination, student activity is stimulated as well as the ability to design problem situations and successfully solve them.

M. Yarmachenko emphasizes the importance of "modeling of the study of certain phenomena, processes or systems of objects by building and studying their models; the use of models to determine or clarify the characteristics and rationalize the construction methods of newly constructed objects". Determining "modeling" as one of the main categories of knowledge, the scientist believes that any method of scientific research is essentially based on the idea of modeling – both theoretical, which uses a variety of symbolic, abstract models, and experimental, which uses object models (*Pedagogical dictionary*, 2001).

The aim of the article is to justify the importance of the modeling method in the organization of the master's degree studies.

Research methods. Systematic structural analysis and systematization of philosophical, psychological and pedagogical works that led to the understanding of the essence of the phenomenon under study.

Results. Based on the considered definitions, we offer our own interpretation of the concept of "modeling". We understand modeling of the educational process as a scientific-cognitive method of research on the content, technological and organizational components of the learning process through their abstractly rational creation, study, and implementation. So, the modeling of the educational process involves research, evaluation and interpretation of scientific information at all stages of construction and use of approaches, trends for the purpose of expedient, systematic, mobile application of the methods of the educational process modernization.

The scientists define the following models of education:

1. The model of education as a state-departmental organization, within which it is possible to consider the education system by state power structures as an independent direction in a number of other branches of the national economy. According to the departmental principle, a rigid centralized definition of the goals of the content of education, the nomenclature of education institutions and educational disciplines is implemented: within the limits of one or another type of education system. In such conditions, education institutions are controlled by administrative or special bodies.

2. The model of developmental education (V. Davydov, V. Rubtsov and others), which provides for the organization of education as a special infrastructure through broad cooperation in the activities of education systems of various ranks, types, and levels. Such construction allows to provide and satisfy the needs of different social strata of the population, the field of education acts as a link of social practice.

3. The traditional model of education (J. Majo, J. Kapel, D. Ravitch and others) is a model of systematic academic education as a way of transmitting to the younger generation of the universal elements of the culture of the past. In the context of traditionalism, the educational system should primarily solve the task of forming basic knowledge, skills, and abilities (within cultural and educational traditions), which allows an individual to independently acquire knowledge and skills of a higher level of complexity.

4. The rationalist model of education (P. Bloom, B. Skinner and others) provides for the organization of the educational process, which ensures the acquisition of knowledge, skills, and practical adaptation to the existing society. Within the framework of this model, it is possible to transfer – assimilate only those cultural values that allow the individual to adapt in the existing social structure. In the ideology of the modern rationalist model of education, the central place is occupied by behaviorist theory. This model does not include creativity, independence, responsibility, individuality. The teacher's activity turns into "pushing" the students.

5. The phenomenological model of education (A. Maslow, K. Rogers and others) assumes the personal nature of education, taking into account the individual and psychological characteristics of the participants of the study. Education is considered in the sense that it more fully and adequately corresponds to the real nature of a person, helps to reveal natural endowments. Educators of this direction create conditions for self-

discovery, self-movement, self-realization of each individual. This direction is the basis of the personality-centered model of education. which is implemented within the framework of humanistic approaches.

6. The non-institutional model of education (P. Goodman, F. Klein, L. Bernard and others) is oriented to the organization of education outside social institutions (Internet, distance learning, etc.).

Undoubtedly, modeling of the educational process in the master's degree studies takes place both in content and in organizational aspects. In a narrow subject sense, scientific models are used as a means of teaching specific fundamental, general-pedagogical and special disciplines. Modeling provides generalization and logical composition of educational information. At the master's level, a teaching model is used, which should involve designing the content, system of methods and organizational forms of the educational process. Education models have their own varieties. One of the examples can be the creation of simulation training models based on the correlation of educational and cognitive information with situations of future professional activity. In general, the education model in the master's degree studies, according to our observations, should be implemented as a logical, consistent, block-ordered system of relevant elements, which include the goals of master's training, its content, design of pedagogical technologies and technology of educational process management, curricula and programs.

In the context of general educational principles, the innovative focus of master's training should include the implementation of the following parameters:

- coordination of master's degree programs with bachelor's programs in the relevant areas, which enables clarification and implementation of a single educational and professional strategy at all levels of higher education, as well as avoiding duplication;

- ensuring the unity of problem-based and variable means of master's training, which provides for the presence in the bachelor's educational program of a sufficient basis for the assimilation of various programs of professional training within the framework of one direction or related specialties;

- flexibility and mobility in achieving a meaningful structure of the educational process, which makes it possible to make changes to the nomenclature of master's degree programs taking into account the needs arising at the federal and regional levels;

- the unity of specialized, research and professional-pedagogical activity (or the principle of scientific-pedagogical orientation), which actualizes professional-pedagogical training in the system of higher education;

- the unity of the general and personal (or subject principle), which provides that programs, on the one hand, should create conditions for the development and realization of the student's individual abilities in order to stimulate his self-development, activity, self-realization in professional activities, and on the other hand – to give the opportunity to experienced teachers of the pedagogical higher education institution to use their scientific and pedagogical ideas in the content of training (creation of special courses, special practices; author's technologies for teaching music and professional disciplines);

- consideration of regional features, which consists in the consistency of the regional component in the programs, orientation to national traditions in the preparation of masters in accordance with modern trends, use of the capabilities of a certain higher education institution.

The principles presented above, which determine the structural unity of master's degree programs, training in various education institutions, are based on the following patterns:

- achievement of a creative level of specialized training of master's degree students in the conditions of a combination of professional, research and practical directions of the educational process;

- actualization of professional and socio-professional experience in the process of professional activities of master's degree students;

- ensuring the effectiveness of training on the basis of significantly strengthening the motivation of educational and professional and scientific and pedagogical activities;

- creating a positive atmosphere for the course of the educational process and ensuring partner-dialogical interaction of teachers and master's degree students as a means of achieving the effectiveness of the educational activities;

- motivation for professional self-realization.

The implementation of professional master's degree programs requires the following conditions:

- providing the university with a certain independence in the development and approval of the content of the educational program;

- provision of an objective assessment of the activities of higher education institutions in the direction of the implementation of master's degree programs;

- creation of the necessary organizational and methodological foundations for approbation of the educational-professional programs.

Theoretical analysis, observation of practice lead to the conclusion that the organization of masters' training in universities should ensure:

- flexibility and mobility in determining the general educational strategy during the creation of new specialties and directions;

- the possibility of varying the specifics of professional training not only due to specialties and specializations, but also on the basis of various master's degree programs;

- optimal conditions for updating the knowledge and practical experience of master's degree students.

Conclusions. Therefore, an important aspect of the study of the issue of musical art masters training is the modeling method, which provides the possibility of designing the content, system of methods and organizational forms of the educational process.

We see the prospects for further research in the development of practical foundations for applying the modeling method in modern educational processes.

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АНОТАЦІЯ

Ольга Єременко. Моделювання як науково-пізнавальний метод дослідження підготовки магістрів музичного мистецтва.

У статті обґрунтовано метод моделювання як провідний для дослідження процесу підготовки магістрів у галузі мистецької освіти. Пропонується тлумачення моделювання як науково-пізнавального

методу дослідження змістових, технологічних, організаційних компонентів освітнього процесу шляхом їх абстраговано-раціонального створення, вивчення й реалізації. Розглядається моделювання освітнього процесу, що передбачає дослідження, оцінювання та інтерпретацію наукової інформації на всіх етапах конструювання та використання підходів, тенденцій із метою доцільного, систематичного, мобільного застосування способів модернізації навчально-виховного процесу.

Теоретичний аналіз, спостереження практики дозволили зробити висновок, що організація магістерської підготовки в університетах має забезпечити: гнучкість і мобільність у визначенні загальної освітньої стратегії під час створення нових спеціальностей і спеціалізацій; можливість варіювання специфіки профільної підготовки не тільки завдяки спеціальностям і спеціалізаціям, але й на основі різноманітних магістерських програм; оптимальні умови для актуалізації знань і практичного досвіду магістрантів.

Ключові слова: магістри музичного мистецтва, моделювання, науково-пізнавальний метод, підготовка.

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РОЗВИТОК ПРОФЕСІЙНОЇ КУЛЬТУРИ МАЙБУТНІХ ПЕДАГОГІВ

У статті розкрито зміст та особливості формування професійної культури майбутнього педагога в умовах закладу вищої освіти. Для вирішення поставленої мети було використано такі методи дослідження: теоретичні: аналіз педагогічної літератури, нормативних документів, матеріали періодичних видань із теми дослідження; структурно-логічний аналіз та систематизація; зіставлення різних поглядів на проблему; узагальнення. Встановлено, що процес формування професійно культури майбутнього педагога є складним, динамічним і багатогранним процесом формування професійної позиції, професійної компетентності, педагогічної етики, педагогічної майстерності. Кінцевим результатом навчання студента повинен стати досконалий рівень сформованості професійно-педагогічної культури. Перспективи подальших досліджень вбачаємо у визначенні та обґрунтуванні педагогічних умов розвитку проєктної культури майбутніх педагогів.

Ключові слова: культура, професійна культура, підготовка майбутніх педагогів.

Постановка проблеми. Оскільки XXI століття зумовлює необхідність докорінного переосмислення освітньої парадигми, актуалізації змісту, технологій становлення, виховання й розвиток