

Peculiarities of Training Future Teachers of Music Art in Higher Educational Institutions in Terms of Distance Learning

Volodymyr FOMIN¹,
Alla SOKOLOVA²,
Maksym DZIVALTIIVSKIY³,
Oksana VASYLIEVA⁴,
Iryna PARFENTIEVA⁵,
Ivan MARTYNNENKO⁶

¹ H.S.Skovoroda Kharkiv National Pedagogical University, Ukraine, v.v.fomin@hnpu.edu.ua

² H.S.Skovoroda Kharkiv National Pedagogical University, <https://orcid.org/0000-0003-0284-7320>, a.sokolova.a2017@gmail.com

³ H.S.Skovoroda Kharkiv National Pedagogical University, Ukraine, <https://orcid.org/0000-0001-8326-7883>, dzivaltivskii@ukr.net

⁴ H.S.Skovoroda Kharkiv National Pedagogical University, <https://orcid.org/0000-0002-8918-4357>, oksana.vasileva1965@gmail.com

⁵ V.O. Sukhomlynskyi National University of Mykolaiv, <https://orcid.org/0000-0001-6201-4916>, innagek68@gmail.com

⁶ H.S.Skovoroda Kharkiv National Pedagogical University, <https://orcid.org/0000-0003-4465-0833>, martynenko20.01.63@gmail.com

Abstract: The article highlights the main aspects of distance learning in the context of training future teachers of musical art. The study identifies the main approaches to the implementation of distance learning, identifies the pedagogical features and the most effective technologies and methods of distance learning in higher education institutions. The article forms the objectives, providing for the implementation of conceptual foundations for the training of future teachers of musical art in higher education institutions. The study presents theoretical and methodological substantiation of the concept of distance education, the profession of music art teacher and pedagogical foundations for higher education based on the conclusions of researchers and scientists on the relevant problem.

Distance learning is widespread in today's global development, especially in the pandemic. This type of learning is an alternative to traditional learning, because it simplifies the educational process and is available to more people, develops the individual traits of each person in an online learning environment. Distance learning encourages the creation of online platforms that involve individual tasks and build competencies in various fields and branches.

The study used the integrative method of synthesis and analysis of the main trends of distance learning. Research, descriptive and scientific methods were also applied to study aspects of the training of future teachers of musical art. The results of the study identified effective foundations for teacher education that improve distance learning.

Keywords: *Post-industrial society; value-based attitude; competency-based learning; cultural development; innovative technologies.*

How to cite: Fomin, V., Sokolova, A., Dzivaltivskiy, M., Vasylieva, O., Parfentieva, I., & Martynenko, I. (2022). Peculiarities of Training Future Teachers of Music Art in Higher Educational Institutions in Terms of Distance Learning. *Revista Românească pentru Educație Multidimensională*, 14(4), 219-229. <https://doi.org/10.18662/rrem/14.4/638>

Introduction

Today's society is in a state of rapid development of the information environment, which affects the development of the individual and changes the vector of further development. One of the most important factors of global changes in society is the development of information and communication technology. Information resources have captured the world of communication and changed the worldview of man, who has become aware that the vast majority of his life is in the virtual space created in the imagination of man, communication shifts from the physical space to the virtual. The article highlights the current problems of music education in the context of distance learning.

The challenges of the present virtual world lead to the need for qualitative changes in the methodological training of teachers of musical art and in the context of practical training. This trend determines the introduction of innovative approaches to the training of teachers of musical art, the formation of their skills of distance learning. The educational process involves the formation of musical competence, as well as the development of information competence in the context of becoming an innovative society, combined with the formation of a value relationship to the art.

The study reflects the results of theoretical and methodological substantiation in scientific developments of musical art (Ananiev, 1980; Berne, 1992; Bibik, 2002). Thus, the study is aimed at determining the features of the training of future teachers of musical art in higher education institutions in a distance learning environment, which is a characteristic feature of today's global society.

The purpose of this article is to analyze and investigate the effectiveness of distance learning in the training of future teachers of musical art in higher education institutions.

Theoretical foundations of the organization of training of future teachers of musical art in pedagogical institutions of higher education

Theoretical and methodological approaches highlight the main trends of pedagogical training of future teachers of musical art. In the context of the study, the concept of education was outlined, which is the key problem of this article. Education is a factor of personality growth in the aspect of formation of its competences, education, development of skills and abilities, determination of personal value orientations. Education performs the main function of the evolution of society, because it is a condition for

self-realization of the individual, the development of its individual characteristics and at the same time forms a personality.

In order to study the main approaches to the implementation of pedagogical activities with future teachers of musical art the findings of scientists G. Padalka (2008), Maryevych N. K (2013), formed the pedagogical foundations of effective teaching. Researchers G. Padalka (2008), N. Kudykina (2003) and others believe that teacher education forms music professionals as individuals who consciously acquire professional qualities as well as individual, promote the development of individual talents in the context of creative interpretation and creativity.

A. Kolomiets (2007) argues that it is important to combine pedagogy and art in order to obtain the specialty of musical art in the process of educational activities. G. Vatamanyuk (2014) sees the need for a new formation that can influence development, be an important part of post-industrial society. Education forms the inner world of the individual, educates and develops personal qualities (Nerubasska & Maksymchuk, 2020; Nerubasska et al., 2020). The educational process is effective when a person receives not only a certain amount of knowledge, but also a combination of knowledge, skills and personal potential, which analyzes and operates for self-realization.

Education forms certain characteristics in the individual, such as knowledge, competent traits, professional achievements, values, and a certain worldview. Such attributes form a distinct identity, which affects the development of society and determines social progress. Education as a concept was formed in the process of historical and cultural process. Therefore, some researchers define education as an aspect of cultural development, that is, education is a consequence of cultural evolution. At the same time, education is a factor contributing to further progress. After all, through education, people can create innovations that are an indispensable element of society's future development. Education is a motive for personal growth and individual development in the context of social self-realization. The culturological tendency forms the idea of concepts of the combination of achievements of art and education according to the studies of J. Dewey (1938), A. Giddens (1991) et al.

The educational process, by definition, integrates the achievements of society in the context of resource allocation and cultural and economic achievement. Education is an ongoing process of human development, Steve Peha (2011). Undoubtedly, a person from birth begins to acquire certain knowledge and skills. Preschools, general secondary education, and higher education are organized to provide educational standards. The main

content of education is the formation of knowledge, skills and abilities that contribute to human self-realization in society, and is an integral factor in the evolution of social development.

To evolve and progress, it is necessary to receive higher education, which forms a person's professional competence in different fields and builds the social vector accordingly. Higher education systematizes knowledge and skills, turns it into a practical context, and stimulates professional thought processes in the individual. The main factor of human development is the qualification level, which is obtained in the process of higher education. The conceptual foundations of higher education are explored by modern researchers, who argue that higher education combines different functions as an institution of information, development of skills, formation of value orientations, as well as qualification bases of professional activity (Gray, 2008; Vasylenko, 2003; Vuckovic, 2019).

The study also analyzed the concept of "pedagogical education", namely the basis for the formation of the conceptual foundations of music pedagogical education. Thus, G. M. Padalka (2008) characterizes pedagogical education system as a process of training specialists of preschool, general education, extracurricular institutions in higher education institutions.

For the study is important concept of "art education" should be applied as an educational sphere, which expresses the aesthetic perception of the human world, develops human creative talents and forms a valuable attitude towards art, Wojnar I. (1964). Art and pedagogical education is the exponent of the culturological approach, which forms a specialist as a creative, well-rounded personality.

The music teacher receives artistic and pedagogical education with a high level of cultural development and spiritual perfection. Music education combines instruction and education to implement educational standards and develop abilities, knowledge, and skills in the context of mastering musical processes. Music education interprets the interplay between the processes of creation and preservation of humanity's musical experience with the institutions of its reproduction. Music pedagogical education is especially important because music is an emotional reflection of perception of the world and contributes to self-identification in the context of professional formation.

Music pedagogical education forms qualified professionals capable of developing their professional knowledge and skills, as well as their profession, designed to nurture the cultural center of society as a component of the prospect of human progress.

Consequently, the statement of scientists in the field of music pedagogical education is the basis for determining the importance of educational activities in the context of the formation of qualified specialists in the music and pedagogical field as an artistic potential for the development of future generations.

Study of the effectiveness of distance learning in the training of future teachers of musical art in higher educational institutions

The present world is developing under the conditions of information and media space as a transformation of globality and integration of human resources in the virtual world (Kolomiets, 2007). The innovative world requires the improvement of educational activities in the context of the formation of skills and abilities to operate information and communication technologies for effective learning in the context of the requirements of the present virtual world. Information technology has helped to improve the system of educational process, in particular through the use of the Internet. Undoubtedly, there is a transformation of the educational process in the virtual world, that is, distance learning is becoming more popular and effective in the educational process.

One of the challenges of our time has been the pandemic, which has created the need for a more rapidly changing environment for learning activities. Distance learning is becoming a widespread phenomenon of our time. Distance learning is a form for educational activities, as well as a technology that significantly increases the effectiveness of the educational process in obtaining a pedagogical musical specialty. In higher education institutions, taking into account the context of the reform, conceptual provisions for the organization of distance education, combining different technologies will be developed.

Distance learning is one of the forms of educational process, which can be implemented in the presence of information technology and the Internet. Distance learning is a technology based on open learning with the use of computer technology in the context of creating an information educational environment.

Obtaining a pedagogical education for future music teachers in higher education is a challenging process. The future music art teacher, in addition to qualification as a teacher, also receives a level of cultural development (Kaplan & Norton 2005). The educational process in higher education institutions must meet the standards of education for high quality qualifications. Therefore, in today's world, it is important to organize the

educational process that will be the most optimal to realize the goal. Distance learning is one example of the implementation of educational activities for higher education of future teachers of musical art, which is more effective than other forms of education.

Distance learning has the advantage of saving time, because the student can study from home. A prerequisite for the implementation of distance learning is the availability of information and communication technology, which provides constant communication with teachers through various Internet resources (Gygli et al., 2019). Thus, cloud technology is effective, which preserves learning resources for learning. Also online platforms with individual or collective assignments are one of the technologies of distance learning. Common in the educational process of higher education is the use of video communication between students and teachers (Smith et al. 1997). Video communication is a prerequisite for the educational process in higher education institutions. Distance learning needs a highly professional approach not only in the implementation of a specific qualification, but also in the teachers' mastery of information technology. Teachers who implement distance learning are highly professional in both pedagogical and information technology.

Distance learning of future music teachers has its advantages, because in the context of the educational process in higher education, you can actively use the YouTube channel to create musical compositions, as well as to listen and analyze the musical content (Gardner, 1983). Students can create their own channels in which they can reflect their level and quality of knowledge according to their qualifications, as well as get their performance evaluated by viewers. Such activities contribute to the formation of critical thinking, information competence, the level of proficiency in information and communication technologies, and most importantly, the determination of the value attitude towards artistic activities on the part of the audience (Giddens, 1991). Distance learning transforms the theoretical foundations of the pedagogical context of the training of future teachers of musical art in the plane of the practical cultural activities of the student as a manifestation of their professionalism.

In order to determine the effectiveness of distance learning for future teachers of musical art, a study was organized according to the method of creativity determination (Skulysh, 2013). The sample of respondents was formed from the participants of the institutions of higher music education, collected by the method "Snowball". Thus, through social networks we found 5 people who are studying in different institutions of higher music education on a distance and full-time basis and invited them to

take part in the study. They invited their acquaintances, and, accordingly, 100 people who study full-time and 100 respondents of distance learning were involved in the survey.

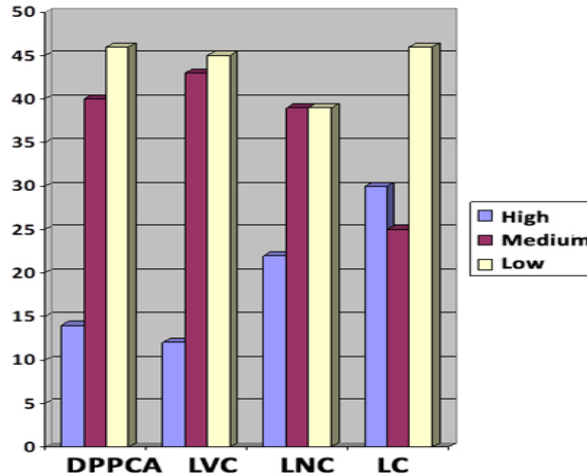


Fig.1. Indicators of the survey according to the methodology of creativity of full-time respondents (developed by the authors)

The method of determining creativity describes the level of creativity of an individual. The respondent is given three unknown words during the study. The task according to the methodology involves proposing word combinations with the corresponding words. The essence of the creativity level research is to determine as many named phrases with the designated words as possible.

The questionnaire was conducted, the answers were analyzed and diagrams based on the results of the survey of students were created (Fig.1,2). The result of the analysis of the survey was to establish the level of creativity. The tests were the development parameter of personal creative activity (DPPCA): where DPPCA is the development parameter of personality creative activity; LVC is the level of verbal creativity; LNC is the level of nonverbal creativity; LC is the level of creativity.

According to the survey based on the methodology of measuring creativity of full-time students of higher education institutions of musical education, observed low rates in all criteria of creativity (Skulysh, 2013).

Next, an analysis of the survey of respondents who studied by distance learning was conducted.

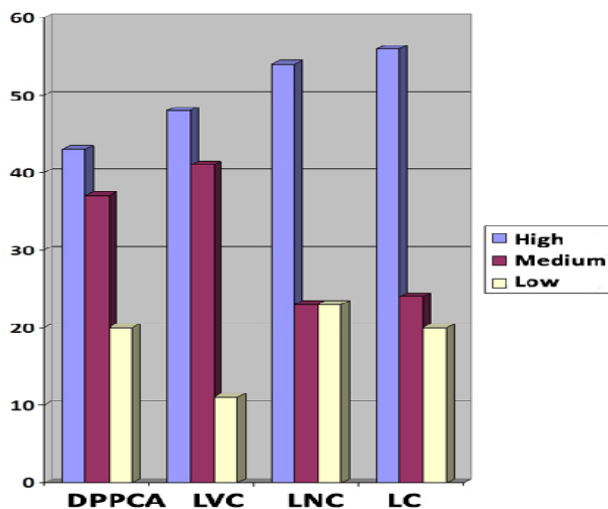


Fig.2. Survey indicators of the methodology for measuring the creativity of distance learning respondents (developed by the authors)

According to the results of the survey, it can be argued that distance learning enhances the creative development of the individual, and, therefore, is more favorable for the formation of competencies of future teachers of music art. It is impossible to unambiguously use only the distance form of learning, however, it is necessary to use the achievements of mankind in the field of information technology and actively implement distance technology in the training of future teachers of musical art in higher education institutions.

Conclusions

The study of theoretical and methodological approaches to the pedagogical foundations of training future teachers of musical art was the basis for highlighting the main conceptual provisions of higher education. Thus, it was determined that higher education contributes to the progress of humanity and is a cultural asset of the people in the process of historical evolution. It was found that music education forms people's value concept of art and culture.

The peculiarities of educational activity of current innovative society are determined on the basis of scientists' conclusions. The ideas about the concept of education, higher education and the role of obtaining the qualification level of the individual in the course of social development are formed.

Analysis of theoretical foundations on pedagogical education contributes to the statement of effective pedagogical technologies. During the study, the most effective manifestations of pedagogical education were noted. Information technologies - defining in the process of educational activities of today's society.

One of the leading forms and technologies of educational activities is distance learning. The study analyzed the conceptual foundations of distance learning as a form of education, as well as an effective technology.

Distance learning contributes to the qualification level of future teachers of musical art, as it develops skills in the use of information and communication technologies.

In order to determine the effectiveness of distance learning of future teachers of musical art a study was carried out on the method of determining the indicators of creativity of personality. On the basis of the indicators it was investigated that distance learning is more favorable for the formation of creativity as one of the features of professionalism of future teachers of musical art.

References

- Ananiev, B. G. (1980). *Izbrannyye psikhologicheskiye trudy* [Selected psychological works]. Pedagogica.
- Berne, E. (1992). *Igry, v kotoryyye igrayut lyudi. Psikhologiya chelovecheskikh vzaimootnosheniy* [The games people play. Psychology of human relationships]. Lenizdat.
- Bibik, N. M. (2002). *Systema formuvannya piznaval'nykh interesiv molodshykh shkolnyariv* [The system of formation of cognitive interests of younger students]. In: *Rozvytok pedabobichnoyi i psykholobichnoyi nauk v Ukrayini 1992-2002* [Development of pedagogical and psychological sciences in Ukraine 1992-2002] (pp. 410-423). OVS.
- Dewey, J. (1938). *Experience and Education*. Collier-MacMillan Canada Ltd.
- Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. Basic Books.
- Giddens, A. (1991). *Modernity and self-identity. Self and society in the late modern age*. Polity Press.
- Gray, P. (2008). A Brief History of Education. To understand schools, we must view them in historical perspective. Psychology.
<https://www.psychologytoday.com/us/blog/freedom-learn/200808/brief-history-education>
- Gygli, S., Haelg, F., Potrafke, N., & Sturm, J. E. (2019). The KOF globalisation index-revisited. *The Review of International Organizations*, 14, 543–574.
<https://doi.org/10.1007/s11558-019-09344-2>

- Kaplan, R. S., & Norton, D. P. (2005). Creating the Office of Strategy Management. In: Working Knowledge Business Research for Business Leaders (pp. 1-22). Accounting and Management.
- Kolomiets, A. M. (2007). *Informatsiyna kul'tura vchytelya pochatkovykh klasiv* [Information culture of primary school teachers]. Vinnytsia State Pedagogical University.
- Kudykina, N. V. (2003). *Ibrova diyal'nist' molodshykh shkolnyariv u pozaurachnomu navchal'no-vykhovnomu protsesi* [Game activity of junior schoolchildren in extracurricular educational process]. Kyiv University named after Borys Hrinchenko.
- Maryevych, N. K. (2013). *Etapy orhanizatsiyi dytyachoyi muzychno-ibrovoyi diyal'nosti*. [Stages of organization of children's music and play activities]. In *Aktual'ni problemy doshkil'noyi ta pochatkovoyi osvity v konteksti yevropeys'kykh osvıtnikh stratehiy* [Actual problems of preschool and primary education in the context of European educational strategies] (pp. 280–284). Vinnytsia State Pedagogical University named after M. Kotsyubynsky.
- Nerubasska, A., & Maksymchuk, B. (2020). The Demarkation of Creativity, Talent and Genius in Humans: a Systemic Aspect. *Postmodern Openings*, 11(2), 240-255. <https://doi.org/10.18662/po/11.2/172>
- Nerubasska, A., Palshkov, K., & Maksymchuk, B. (2020). A Systemic Philosophical Analysis of the Contemporary Society and the Human: New Potential. *Postmodern Openings*, 11(4), 275-292. <https://doi.org/10.18662/po/11.4/235>
- Padalka, H. M. (2008). *Pedahohika mystetstva. Teoriya i metodyka vykladannya mystets'kykh dystyplin* [Art pedagogy. Theory and methods of teaching artistic disciplines]. Education of Ukraine.
- Peha Steve Agile Schools. (2011). *How Technology Saves Education (Just Not the Way We Thought it Would)*. Infoq. <https://www.infoq.com/articles/agile-schools-education>
- Skulysh, N. E. (2013). *Metodyky vymiryuvannya kreatyvnoyi aktyvnosti ta vvyavlennya rivnya rozvytku tvorchoho myslennya profesijnoho samovyznachennya studentiv VNZ* [Methods of measuring creative activity and identifying the level of development of creative thinking, professional self-determination of university students]. Hmstudies. <http://humstudies.com.ua/index.php/22276246/article/download/159910/159141>
- Smith, P. B., & Schwartz, S. H. (1997). Values. In: J. W. Berry, M. H. Segall, & C. Kagitcibasi (Eds.), *Handbook of Cross-Cultural Psychology* (pp.77-118). Allyn & Bacon.
- Vasylenko, L. M. (2003). *Vzayemodiya vykonavs'koho i metodychnoho komponentiv u protsesi profesijnoyi pidbotovky maybut'oho vchytelya muzyky* [Interaction of

- performing and methodical components in the process of professional training of the future music teacher] [Unpublished doctoral dissertation]. National Pedagogical University named after M. P. Drahomanov.
- Vatamanyuk, H. P. (2014). *Formuvannya komunikatyvnykh umin' starshykh doshkil'nykiv u protsesi muzychno-ibrovoyi diyal'nosti: praktychnyy aspekt* [The formation of communicative skills of older preschool children in the process of musical and playful activity]. Druk-Service.
- Vuckovic, T. (2019). The Overall Goal of Education and General Purpose. *International Journal For Empirical Education and Research*, 3(20), 53-66. <https://doi.org/10.35935/edr/33.6653>
- Wojnar, I. (1964). *Estetyka i vychowanie* [The theory of aesthetic education]. State Scientific Publishing.