

certainly not limited to dynamic shades. Thoughtful attitude to the content of the work, changes of mood of music and text will help to find the right stroke, facial expressions, additional means of performance improvement (reminders to the singers by means of gestures about chain breathing, articulation, cover of sound, etc.).

Conclusion. Thus, the improvement of the method of teaching choral conducting at the faculties of arts of pedagogical educational institutions should take place in the plane of both like the extension of the methodical palette and the actualization of conducting skills and skills in the choral class.

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Воспитание нового поколения, новой элиты, привлечение к стимулированию творчества современной молодежи и ее самовыражение требует нового видения подготовки будущих специалистов по хоровому дирижированию. Автором акцентируется внимание на возможности интенсификации учебного процесса по дисциплине «Хоровое дирижирование» на старших курсах по ОС «Бакалавр», поскольку именно в этот период окончательно формируется профессиональная компетентность будущего специалиста. В статье рассматривается возможность повышения эффективности обучения хорового дирижирования путем расширения методической палитры и введение в практику методов сравнительного воплощения художественных образов.

Ключевые слова: обучение, методика, хоровое дирижирование, дирижёрские компетенции.

Виховання нового покоління, нової еліти, залучення до стимулювання творчості сучасної молоді та її самовираження вимагає нового бачення підготовки майбутніх фахівців із хорового дирижування. Автором акцентується увага на можливості інтенсифікації навчального процесу з дисципліни «Хорове дирижування» на старших курсах за ОС «Бакалавр», оскільки саме в цей період остаточно формується професійна компетентність майбутнього фахівця. У статті розглядається можливість підвищення ефективності навчання хорового дирижування шляхом розширення методичної палітри та введення в практику методів порівняльного втілення художніх образів. Використання оновленої методики покликане посилити у студентів спонукальний мотив до навчання, і, таким чином, покращити їх професійну підготовку. У статті розглядаються проблеми вивчення хорового дирижування в педагогічному ЗВО, що зумовлені необхідністю пошуку шляхів покращення диригентсько-хорової підготовки майбутніх вчителів музики. З'ясовано, що функціонування дитячих співацьких колективів у навчальних освітніх закладах вимагає сьогодні нового розвитку. Автором обґрунтовано необхідність актуалізації знань, умінь і навичок студентів із хорового дирижування, посилення спонукальної мотивації на етапі вдосконалення диригентських компетенцій.

Ключові слова: навчання, методика, хорове дирижування, диригентські компетенції.

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THE RESEARCH OF THE READINESS LEVEL OF FUTURE TEACHERS TO PROFESSIONAL INTERACTION IN THE CONDITIONS OF MASTER DEGREE

The article has analyzed and summarized the results of the staging phase of the experiment (first task) in determining the level of readiness of future teachers for professional interaction at the level of "teacher – student of master degree". The tasks, which were foreseen by the first task of the above-mentioned experiment, have been highlighted, such as: to determine the level of knowledge of the terminology of the problem under research; the readiness of students for professional interaction; the importance for students of master degree in usage of interactive teaching technologies, communicative knowledge and skills, the state of their orientation in the organization of professional interaction, the effectiveness of its implementation in the process of future teachers' training.

Key words: professional interaction, readiness, level of readiness, students of master degree, quality of educational process, model of readiness.

Formulation of the problem. On the background of numerous researches, the problem of preparing future specialists for professional interaction in a master's degree requires a detailed, theoretical and

practical comprehension, which substantiates the relevance of the problem of our research.

In our opinion, one of the ways of preparing future teachers of pedagogical disciplines for professional interaction is to use interactive

technologies in an educational process in a master's degree, as they allow us to depart from stereotypes of forms and methods, promote optimization of training, provide the proper conditions for the development and improvement of skills to formulate own opinion and defend it on the principles of tolerance, develop creativity and non-standard thinking, teach to prove their viewpoint, to listen and to respect another people, alternative opinion, find ways and compromises in solving educational problem.

Analysis of recent researches and publications on the topic.

In the process of analysis of psychological and pedagogical and methodological literature, it has become clear that a significant part of the scientists have paid attention to the problem of the professional training of future teachers, especially in high school (A. Aleksyuk, V. Andrushchenko, O. Gura, N. Demyanenko, N. Zhuravskaya, S. Kalashnikova, G. Kovalchuk, G. Kozlakova, V. Mayboroda, V. Manko, G. Onkovich, J. Talanova, O. Yaroshenko and others).

Problems of modernization of the content of higher pedagogical education and the substantiation of modern requirements to the future teachers training have been highlighted in the works of Y. Bolyubash, V. Kremeniy and others.

The preparation of the future teacher for various types of interaction between the subjects of the educational process has been highlighted in works of such scholars as A. Avramenko, L. Baiborodova, A. Verbitsky (group interaction), Yu. Aiakiemova (intercultural communication), T. Aslanova, O. Ivanova (speech training), S. Gorbachev, M. Digun, L. Eprintseva, S. Yefremov, A. Meshcheryakova (pedagogical interaction), E. Zareidinova (moral and value relationships of parents and children in the historical aspect), V. Kazanska (cooperation in the study), I. Kobzareva (personally oriented interaction), Y. Kostyushko, N. Rybakova (conflict and cooperation in education), V. Semychenko (problems of understanding), T. Ustylenko (intercultural interaction), G. Hayrulin (technology of interaction).

The purpose of the article is to analyze the status (level) of readiness of future teachers for professional interaction by means of interactive teaching technologies based on analysis of questionnaires and interviews with students.

Presenting of the main material. In this article, we will cover the implementation of the first task of the staging phase of the experiment.

To the first and second questions, where students have been asked to express their understanding of the conception of "interaction",

"professional interaction" at the "teacher-student" level, the majority of students (98%) indicated that "interaction" is a cooperation, joint activity, mutual understanding, help, complementarity, co-operation of several people to achieve a good (positive) result. It was also noted by individual students (19.9%) that "interaction" is a necessary condition for the effectiveness of the pedagogical process; communication, way of implementing the content, methods and techniques, pedagogical influences aimed at the formation of the student's personality; consistency in place, time and issues of teacher and student actions; collective solution of a problem; the process of exchange an information; mutual activity during which people influence each other; collaborative action when the effect of one of them affects another.

Consequently, the level of awareness among students of the meaning of the conception of "interaction" is high. But only a small part of the master's degree students (about 20%) consider this category through the prism of the pedagogical process. At the same time, the majority of students (95.2%) have noted that "professional interaction" is a professional, active collaboration, communication between a teacher and a student, which is based on mutual assistance in solving the goals, objectives, goals in the educational process. They also have noted that professional interaction occurs when there is mutual respect and mutual understanding.

In general, obtained results have indicated the understanding of the master's degree students of one of the features of professional interaction such as equal, collegial cooperation with mutual respect.

On the second question, "Does the implementation of the skill of professional collegial interaction takes place in the student's life?" 216 master's degree students (86.06%), sometimes - only (13.94%), answered positively. the educational process of master's degree students - future teachers - can potentially provide the appropriate conditions for the formation of students' readiness for professional interaction in proper pedagogical conditions, the allocation of content, the selection of effective forms, methods, technologies for organizing the educational process and extra-judicial cooperation, which contain the model of future teachers readiness to professional interactions in graduate school.

To the question "Have you established professional relations with teachers (business cooperation, mutual understanding, and trust)?" (49.4%) of the students answered - yes, (48.2%) students noted that they are partly taking place in professional interaction in the educational process, and only (2.4%) students answered that none (picture 1).

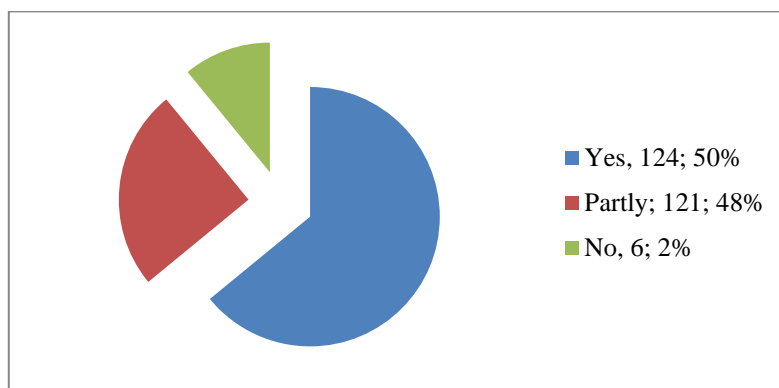


Fig. 1. Results of students' answers to the question "Have you established professional relations with teachers (business cooperation, mutual understanding, trust)?"

The results of the students' answers to the 3 questions of the questionnaire have indicated that the purposeful, scientifically substantiated work of the scientific and pedagogical workers regarding the formation of students' readiness for professional interaction is not carried out, it also actualizes the researched problem.

The ability to interact (cooperate) is a natural gift (11.2%) graduate students state; (30,7%) students state that cooperation is forming in the educational process; more than half of the respondents, namely

(50.6%), note that professional interaction is formed due to the constant, purposeful work of the subjects of the educational process. And only (7.5%) students believe that the ability to interact with the subjects of the educational process is either there, or not (Picture 2).

These results, in our opinion, have indicated that most students are aware of the fact that professional interaction is realized through the prism of activity (pedagogical in our case) and communication. We also think that students, unfortunately, leave out attention to cooperation,

professional interaction in extra-curricular time at the level of "student-teacher", "student-student", "student-teacher-employer", etc. However, a modern establishment of higher education has wide opportunities for this,

especially in the realization of the tasks of research work in close connection with the educational process.

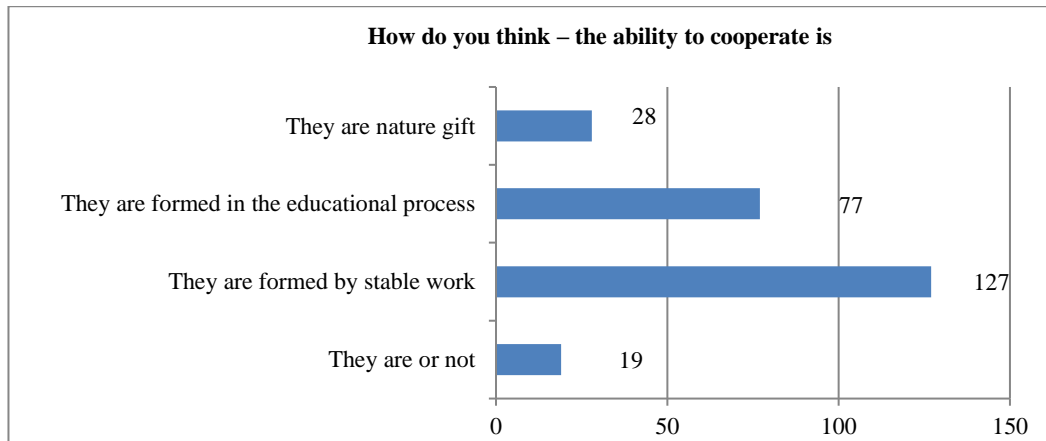


Fig. 2. Results of students' answers to 5 questions of the questionnaire for master's degree students

Analyzing the answers to the question "What restricts the possibilities of professional co-creation of the teacher and students in the educational process of the institution of higher education?", then the respondents have indicated the following reasons: not all teachers are ready for professional co-operation; indifference, reluctance to professional, collegial communication; lack of students' time, and excessive workload of teachers; low level of motivation to study; disrespect, biased attitude of teachers to students, outdated views (stereotypes) on the organization of educational process.

The results of the answers confirm the fact that pedagogy is very conservative, difficult to change.

To the question "Have you encountered a person who is a professional ideal for you?" the majority of master's degree students answered - yes, namely (77%) persons, no - (23%).

Also important, according to students, are the teacher's qualities such as purposefulness, initiative, diligence, extraordinary, stylishness, self-presentation,

which contribute in some way to better personal and professional motivation of students in the process of education.

Part of the students (29%) have noted the following qualities: modern, pleasant appearance, influence, charisma. During individual interviews, we have asked students to point out what content they put in such qualities as "modern". Students of Master's degree have pointed out that they interpret the conception as "a teacher who owns and uses modern gadgets in his personal life and in the organization of educational process, leads the pages in social networks, communicates with students as individuals, equal partners, using a youth slang, is able to capture an interesting idea "and so on. This is also a small part of the respondents, however, the students of master's degree understand that the teacher of modern high school needs to react in a timely manner and use in their professional activities what is interesting to modern youth, without which they do not imagine their lives. That will promote implementation of the

practice of professional interaction in the educational process and create the proper conditions for forming the readiness of future scientific and pedagogical workers for professional interaction.

At the last place, it turned out to be such a quality as a sense of humor, which, in our opinion, is explained by the fact that teachers are surely using humor, joke in their practice in their work, performing such important functions as relaxation (students are tired or overly tense, the teacher joked, they laughed and it became easier for them); the need for students to develop the most important quality - the passion for their work (one of the tasks of the teacher is to pass on to students the importance of science, and one of the signs of this indifference - the ability to find funny in his professional field); communicative (humor is considered as one of the most important ways of developing an understanding of the personality of the teacher and one of the ways of establishing interpersonal contacts, provided that the teacher is able to laugh at himself, he acquires the right to joke and address the students). It should be noted that this quality is important in the aspect of our research.

Concerning emotional stability, balance, cheerfulness, stress resistance, which also took the last position during ranking, the students of master's degree did not pay due attention to them, because the process of education at the educational Master Degree is characterized by a higher level of motivation and purposefulness of students than on bachelor level. At the same time, the teachers have definitely formed a high level of emotional stability, stress resistance (at the level of higher education, the students of master's degree is mostly taught by experienced scientific and pedagogical staff), because students do not feel this despite the difficult socio-economic situation in Ukraine.

To the question "Have you had to ask for advice and assistance to teachers in different life situations?", the graduates have given the following answers: (42%) were contacted permanently, sometimes - (40%), undergraduates who did not apply for advice at all, help - (18%) (Pic. 3).

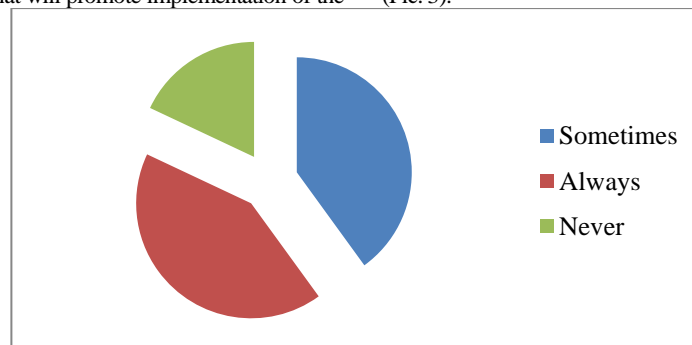


Fig. 3. Results of the students' response to the question "Have you had to ask advice and assistance from teachers in different life situations?"

During individual and group conversations, most students also have noted that teachers are wise mentors, advisers not only about the peculiarities and results of the educational process, but also in matters of liveliness, interpersonal relationships, practical self-realization as a future specialist, etc. Students who did not address the teachers for advice or assistance at all did not succeed in explaining this fact, which testifies to their low motivation in teaching, individual psychological peculiarities regarding the improper level of formation of communicative skills.

The next question, which was suggested: "What problems did you address to lecturers as senior colleagues? (the choice is unlimited)". (77.7%) of graduate students indicated that they had problems with understanding the educational material, (57.8%) of respondents - asked for help in finding additional literature, (19.1%) - with moral and ethical problems (9.96%) graduate students were asked for advice on personal issues and (10.76%) with problems with conflicts with other teachers of higher education establishments (Picture 4).

As the diagram has shown, in most cases students turn to

teachers on issues related to the educational process, and less often - on professional and interpersonal interaction, which, in our opinion, indicates an inadequate level of professional, interpersonal interaction and a certain distance in communication and relationships. Although the students' answers to the question "What are the styles of communication at the level of" teacher-student "prevailing in your relationship with teachers?" (29.2% of respondents indicate that communication is based on passion for creative activity; in 49.4% of respondents the pedagogical style prevails communication based on a friendly attitude, 16.67% noted that communication-distance was prevalent in the educational environment, 2.4% of respondents also indicated that there was communication-intimidation by students' teachers in the educational process of higher educational establishment, and 2.4% of students indicated in the questionnaire for communication-flirting, which is completely inadmissible, but it is) point to the superiority of communication styles that positively affect the formation of readiness for teacher interaction at the level of teacher-student and the quality of the educational process.

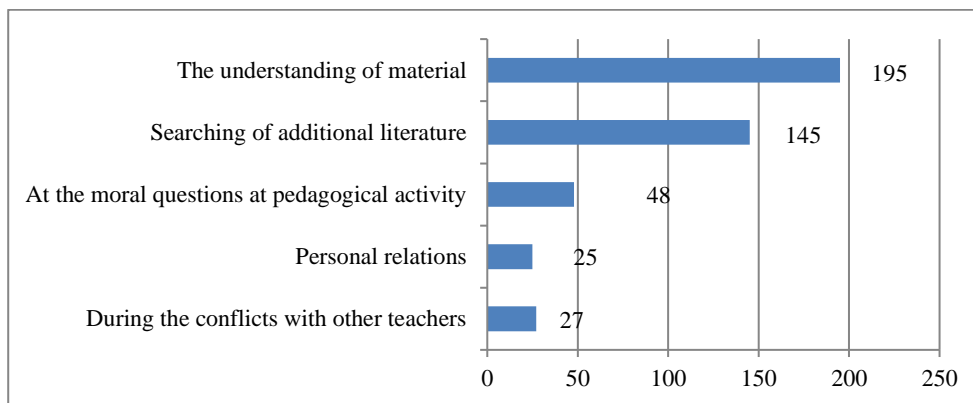


Fig. 4. The results of students' answers to the question "What problems did you address to lecturers or senior colleagues?"

Also, 55% of students of master's degree are fully satisfied with the assistance provided, mostly satisfied - 32.86% of respondents, 12.14% answered "partially satisfied".

The answer to the question "What do you need more from the teacher as a mentor specialist?" students answered following: 48.57% of undergraduate students need to understand, 30% - respect, 5% said that they sometimes need sympathy from the teachers, 30, 7% want effective help from their mentors, 32.58% - tips, and just over half of the graduate students claim that they need the greatest transfer of experience, both professional and life. These results in the overwhelming majority coincide with the results of ranking the qualities of a modern teacher, which we will take into account developing the Model of readiness of the future teacher to professional interaction.

Analyzing the answers to the question "Is it important to use interactive pedagogical technologies in the educational process?" 89.28% of respondents answered affirmatively, that is, in practice, the positive dynamics of improving the knowledge of graduate students through the use of interactive methods, training technologies, 6.42% of respondents do not see the importance of using the aforementioned methods in the educational process, and 4.28% of the master's degree students replied that they did not know. It confirms our hypothesis about the importance of interactive pedagogical technologies in ensuring a high level of readiness of future teachers to professional interaction.

Conclusions. Consequently, the level of awareness among students of the meaning of the conception of "interaction" is high. They are well aware of the peculiarities of professional interaction - equal, collegial cooperation with mutual respect. But only small part of the master's degree students consider this category through the prism of the

pedagogical process; unfortunately, attention is paid to cooperation, professional interaction at extra-curricular time at the level of "student-teacher", "student-student", "student-teacher-employer".

Speaking about the reasons that hinder the implementation of professional interaction, the students noted the following: not all teachers are ready for professional cooperation; indifference, reluctance to professional, collegial communication; lack of time in students, and excessive workload of teachers; disrespect, biased attitude of teachers to students, outdated views (stereotypes) on the organization of educational process, which confirms the fact that pedagogy, andragogy, is very conservative, difficult to change.

The bigger majority of students are convinced of the need to use interactive pedagogical technologies in the educational process in order to intensify the cognitive, creative activity of students and to ensure the proper level of readiness of master's degree students to professional interaction.

The results of the study also made it possible for us to conclude that the purposeful, scientifically grounded work of scientific and pedagogical workers regarding the formation of students' readiness for professional interaction is not carried out. At the same time, the educational process of master's degree students - future teachers - can potentially provide the appropriate conditions for the formation of students' readiness for professional interaction, subject to proper pedagogical conditions, the allocation of content, the selection of effective forms, methods, technologies for organizing the educational process and extra-judicial cooperation, which will make up the Model of preparing future teachers for the professional interaction in the master's degree, which is the prospect of our further research.

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В статті проаналізовані та обобщені результати констатуючого етапу експерименту (першого завдання) по определению уровня готовности будущих преподавателей к профессиональному взаимодействию на уровне «преподаватель - студент-магистрант». На основе обобщения результатов анкетирования магистров и экспертных оценок преподавателей педагогических высших учебных заведений выделен уровень готовности студентов к профессиональному взаимодействию, определены их критерии.

Ключевые слова: профессиональное взаимодействие, готовность, уровень готовности, студенты-магистры, качество образовательного процесса, модель готовности.

У статті проаналізовано та узагальнено результати констатувального етапу експерименту (першого завдання) щодо визначення рівня готовності майбутніх педагогів до професійної взаємодії на рівні «викладач – студент-магістрант». Висвітлено завдання, які передбачалися початковим етапом вищезазначеного експерименту, а саме: визначити рівень знань з термінології досліджуваної проблеми; готовності студентів до професійної взаємодії; вагомості для магістрів застосування інтерактивних технологій навчання, комунікативних знань та умінь, стан їх орієнтування в питаннях організації професійної взаємодії, ефективності її реалізації в процесі підготовки майбутнього викладача. Встановлено, що більшість студентів орієнтуються у термінології, усвідомлюють важливість та необхідність професійної взаємодії у забезпеченні якості освітнього процесу на рівні вищої освіти «магістр», але у практиці викладання відсутня системна робота з даної проблеми. На основі узагальнення результатів анкетування магістрів та експертних оцінок викладачів педагогічних закладів вищої освіти виокремлено рівні готовності студентів до професійної взаємодії, визначено їх критерії. Висвітленню результатів інших завдань констатувального етапу експерименту, розробці Моделі та експериментальній перевірці педагогічних умов і методичних рекомендацій щодо формування готовності майбутніх викладачів до професійної взаємодії присвячені наші подальші дослідження.

Ключові слова: професійна взаємодія, готовність, рівень готовності, студенти-магістри, якість освітнього процесу, модель готовності.



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