

*Synevych Inna,
teacher of pedagogy,
Humanitarian and Pedagogical Collage
of Mukachevo State University
E-mail: sinevicinna@gmail.com*

ORGANIZATIONAL AND METHODOLOGICAL CONDITIONS FOR QUASI-PROFESSIONAL EXPERIENCE OF FUTURE MUSIC TEACHERS

Solution to the problem of formation of quasi-professional experience for future music teachers in a system of professional pedagogical education, firstly, is connected with organizational and methodological conditions, psychological and pedagogical factors and methods of educational process organization in the course of vocational training.

With this process pedagogical guidance require detailed study of organizational and pedagogical conditions, their creation and development for achievement of the goal.

In modern scientific and pedagogical literature the term “conditions” is found in the scientific works of many scientists such as Babanskiy Y., Ionova O., Lozova V., Moroz I., Oliinyk P., Pidlasnyi I., Khazova S., Shymko I., etc. and each of them has their own vision and opens different aspects of this category.

In an educational and pedagogical dictionary “condition” is determined as a combination of natural, pedagogical, external and internal impacts that affect human’s physical, psychological, mental and moral development, their behavior; upbringing and studying, the formation of the personality¹. That is, a condition is the necessary circumstance that makes implementation, creation, formation of something possible or contributes to something.

Zahviazinskyi V. considers the conditions as external and internal circumstances that predetermine or deny actions. Readiness for activity, stimulating environment and logistics are the examples of these circumstances. That is, in wide significance the term “conditions” includes reasons, factors, techniques, methods and tools of educational process.

Vysotskyi S. considers conditions as a combination of objective possibilities for the content of training, methods, means of its implementation for ensuring a successful solution of the pedagogical aim².

¹ Polonsky V.M. Slovar po obrazovanii i pedahohike [Vocabulary on education and pedagogy]. – Moscow: Vysshaya shkola, 2004. – 512 p.

² Vysotskyi S.V. Struktura psikhoooho-pedahohicheskikh usloviy formirovaniia poiskovo-tvorcheskoi napravlenosti lichnosti v processe obucheniiia [The structure of psychological and pedagogical conditions of search and creative formation of personality in the process of learning]. Zbirnyk naukovykh prats – Digest of scientific works, 1999. – 343 p.

Andrieiev V. believes that the conditions are the result of a purposeful selection, constructing and applying content elements, methods, techniques and organizational forms of training for achievement of the goals¹.

Pedagogical condition is a term that is determined as a combination of certain forms, methods, real situations that have objectively formed or subjectively developed for achievement of the pedagogical aim. In the context of the study of this issue pedagogical conditions should be considered as conditions in which educational process is occurred effectively.

The problems of pedagogical conditions are disclosed by Aleksuik A., Asherov A., Zinchenko V., Ivanchenko E., Manko V., Pidkasystyi P., Stasiuk V., Fedorova O.; issues that are related to disclosure of organizational and pedagogical conditions in educational process are analyzed by Zhytnyk N., Zubko A., Chyzhevskiy B.

Spodin L. emphasizes that pedagogical conditions are the circumstances under which educational process will be more efficient. Thus, Buhaiets N. determines pedagogical conditions as essential circumstances on which efficiency of the educational process depends².

It is pertinent to note that pedagogical conditions are predetermined by external and internal factors: external – the organization of educational process; the content of educational material; interpersonal interaction; internal – motivation of the subjects of learning; need in self-improvement; abilities etc.

According to the understanding of the concept “pedagogical conditions” we suppose that methodological conditions are the combination of circumstances, forms, methods, means which contribute the organization of efficient student’s cognitive activity in the educational process, in particular during the formation of quasi-professional experience. Transforming the meaning of the concept “methodological condition” into pedagogical activity in pedagogical institution of education, in the context of this study, we will deal with methodological conditions of formation of quasi-professional experience for future specialists.

The analysis of scientific sources allows us to assert that pedagogical conditions are the circumstances that promote development and need a certain ordering – organization. Organization is understood as a process of formation of certainty, stability needed for achievement of the goals.

Pidlasyi I. emphasizes that organization as pedagogical category is an ordering of a didactic process at certain levels, granting it a necessary form for the best realization of the goal³.

¹ Andreev V.I. Samorazvitie tvorcheskoy konkurentosposobnosti lichnosti [Self-development of the creative competitiveness of the individual]. Kazan, 1992. – 207 p.

² Buhaiets N.A. Profesiyno-pedahohichna pidhotovka vchyteliv do roboty z simyeyu ychnia [Professional and pedagogical teachers’ training to work with the pupil’s family]. The dissertation of the candidate of pedagogical sciences. – Kharkiv: H. S. Skovoroda Kharkiv National Pedagogical University. 2002.

³ Pidlasyi I.P. Diahnostyka ta ekspertyza pedahohichnykh proektiv [Diagnosis and examination of pedagogical projects]. – Kyiv: Ukraina, 1998. – 343 p.

Thus, the formation of quasi-professional experience for future music teachers is possible only under the organizational and methodological conditions created by the educational institution.

There are several approaches to the definition of the organizational and methodological conditions in modern literature.

Under the system of the organizational and methodological conditions of the quasi-professional experience formation for future musical teachers we understand the complex of interconnected and periodically repetitive in time ways of influence. In the mentioned process we trace the cycling; the period of the cycling – academic year.

When creating organizational and methodological conditions of the quasi-professional experience formation for future musical teachers we have considered that all students acquire knowledge in different ways, have different experience and the process of acquiring new skills is happening according to individual features.

We connect the formation of quasi-professional experience with the realization of such kinds of activity as educational, practical, communicatively creative, quasi-professional, research, innovative. That is, the application of the activity approach in the quasi-professional experience formation for future musical teachers provides planning, organization and the orientation of the educational process on the training of highly qualified creative specialists capable to be competitive on the labor market. This is, the different kinds of activity enable student to reveal creative activity, teach them to take on the responsibility, direct their efforts toward the goal and promote formation of quasi-professional experience.

The activity approach expresses the combination and interconnection of the educational process elements: motivation → goal → the task of functioning → content → methods → forms → results → reflection. These elements compose the whole cycle of activity. The cycle is repeated on the new meaningful stage. We consider the organizational and methodological conditions in terms of procedural approach that is based on planning, organization, motivation, control and activity analysis as well.

Pedagogical activity is based on a situational approach, that is requires selection and realization of the most effective methods depending on the situation. It causes the analysis of organizational and methodological conditions of quasi-professional experience formation for future musical teachers in terms of aspect approach. For it is the aspect approach that considers practical situations and conditions of musical teacher's activity.

During the professional training of the future musical teacher it is important to create such conditions under which they could have an opportunity to face different pedagogical situations and in doing this teacher's task is to search ways of their solution, making the best decision.

It is worth emphasizing that in the educational process, in the institution of higher education, it is needed to create situations that simulate future

pedagogical activity, provide musical teacher's readiness for optimal interaction with students. In fact, simulation of pedagogical situations and inclusion of future specialists in them promotes formation of positive attitude towards the future profession, gaining experience in pedagogical problems solving. Involving students into situations that simulate professional activity, allows us to make sense of the musical teacher's work, realize methods and ways of their own professional becoming. That is the individually oriented approach provides the creation of the necessary conditions for individual professional development, self-development for the future musical teachers.

There is a synergistic approach that cannot be ignored as it determines an opportunity to choose the most optimal methods, ways and forms for self-development and self-improvement.

However, from our point of view, that is a system approach that outlines organizational and methodological conditions of the quasi-professional experience formation for future musical teachers in the most complete manner and includes activity, procedural, aspect, situational, synergistic and individually oriented approaches. System approach provides a unity of goals, content, organization, forms and methods of the future musical teacher professional activity, that is organically interrelate all elements of pedagogical activity.

System approach to the definition of organizational and methodological conditions allows to consider the process of quasi-professional activity for future musical teachers as a single whole.

Thus, the basic principles of the system approach in a choice of organizational and methodological conditions are: determination, professionalism, individual approach, variability, continuity of professional growth, differentiation.

Determination of organizational and methodological conditions of quasi-professional formation provides a holistic system of interconnected measures that are based on achievements in science, acquired experience, competence of each student, their creativity, features of modern school profiling and the quality of educational process.

In our opinion such basic conditions of quasi-professional experience formation for future musical teacher should be highlighted:

- creation of innovative and creative educational area based on;
- competency, individually oriented, problematic and developmental learning;
- orientation of the educational process on maximum students';
- encouraging to active educational and creative activity, their self-development and self-expression;
- ensuring the realization of acquired system of theoretical knowledge;
- skills and abilities in the process of multidimensional practical training;
- orientation of scientific and methodological work of educational;
- institution towards future students' formation of sustained professional self-improvement.

So, quasi-professional experience formation for future musical teachers in the system of professional pedagogical education, firstly, is connected with a compliance of organizational and methodological conditions defined by us, implementation of which will contribute the process of improvement for quasi-professional experience formation for future specialists and with the use of quasi-professional forms of activity as well.

References:

1. Andreev V.I. Samorazvitie tvorcheskoy konkurentosposobnosti lichnosti [Self-development of the creative competitiveness of the individual]. – Kazan, 1992. – 207 p. (in Russian).
2. Buhaiets N.A. Profesiyno-pedahohichna pidhotovka vchyteliv do roboty z simyeyu ychnia [Professional and pedagogical teachers' training to work with the pupil's family]. The dissertation of the candidate of pedagogical sciences. – Kharkiv: H.S. Skovoroda Kharkiv National Pedagogical University 2002. (in Ukrainian).
3. Pidlasyi I.P. Diahnostyka ta ekspertyza pedahohichnykh proektiv [Diagnosis and examination of pedagogical projects]. – Kyiv: Ukraina, 1998. – 343 p. (in Ukrainian).
4. Polonsky V.M. Slovar po obrazovanii i pedahohike [Vocabulary on education and pedagogy]. – Moscow: Vyssshaia shkola, 2004. – 512 p. (in Russian).
5. Vysotskyi S.V. Struktura psikhoho-pedahohicheskikh usloviy formirovaniia poiskovo-tvorcheskoi napravlenosti lichnosti v processe obucheniiia [The structure of psychological and pedagogical conditions of search and creative formation of personality in the process of learning]. Zbirnyk naukovykh prats – Digest of scientific works, 1999. – 343 p. (in Russian).



МУКАЧІВСЬКИЙ ДЕРЖАВНИЙ УНІВЕРСИТЕТ

89600, м. Мукачево, вул. Ужгородська, 26

тел./факс +380-3131-21109

Веб-сайт університету: www.msu.edu.ua

E-mail: info@msu.edu.ua, pr@mail.msu.edu.ua

Веб-сайт Інституційного репозитарію Наукової бібліотеки МДУ: <http://dspace.msu.edu.ua:8080>

Веб-сайт Наукової бібліотеки МДУ: <http://msu.edu.ua/library/>