

Fecha de presentación: junio, 2023, Fecha de Aceptación: julio, 2023, Fecha de publicación: septiembre, 2023.

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DEVELOPMENT OF PROFESSIONAL COMPETENCIES OF MUSIC TEACHERS IN THE PROCESS OF PRACTICAL TRAINING

DESARROLLO DE COMPETENCIAS PROFESIONALES DE PROFESORES DE MÚSICA EN PROCESO DE FORMACIÓN PRÁCTICA

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Suggested citation (APA, seventh ed.)

Mavrodina, J., & Kurganskaya, O. (2023). Development of professional competencies of music teachers in the Process of Practical Training. *Revista Conrado*, 19(94), 598-601.

ABSTRACT

The study explores the processes of professional training of music teachers, as well as the development of practical competencies in the course of practical training. The research is based on a historical review, analysis of literature, and a thorough study of educational standards with a particular emphasis on practical training as an important element in the pedagogical development of music teachers. It is concluded that practical training is essential for the professional development of music teachers as it contributes to the development of necessary professional skills and competencies in the context of modern education. The analysis shows that the Federal State Educational Standard of Higher Education calls for a holistic and modern approach to practical learning, involving a synthesis of theoretical knowledge and its practical application.

Keywords:

Practical training, types of internships, professional competencies, music teacher, practical activities.

RESUMEN

El estudio explora los procesos de formación profesional de los profesores de música, así como el desarrollo de competencias prácticas en el transcurso de la formación práctica. La investigación se basa en una revisión histórica, análisis de la literatura y un estudio exhaustivo de los estándares educativos con un énfasis particular en la formación práctica como un elemento importante en el desarrollo pedagógico de los profesores de música. Se concluye que la formación práctica es fundamental para el desarrollo profesional de los profesores de música, ya que contribuye al desarrollo de habilidades y competencias profesionales necesarias en el contexto de la educación moderna. El análisis muestra que el Estándar Educativo de Educación Superior del Estado Federal exige un enfoque holístico y moderno para el aprendizaje práctico, que implica una síntesis del conocimiento teórico y su aplicación práctica.

Palabras clave:

Formación práctica, tipos de prácticas, competencias profesionales, profesor de música, actividades prácticas.

INTRODUCTION

Today, Russian education is undergoing modernization processes at all levels: standards are being changed, new educational programs are being created, and innovative educational technologies are being developed to improve the educational process (Artemova et al., 2021). Furthermore, opportunities for pedagogical exploration and creativity are emerging. These transformations touch upon the system of higher pedagogical education, assuming the improvement of students' training for further professional practice (Tolmachev et al., 2022).

Innovation processes in education have also impacted the system of training music teachers. In this respect, the need to change and supplement traditional approaches used in higher music education arises. At present, a priority direction in the vocational training of music teachers is associated with developing practical competencies in the course of practical training (Shebzukhova, et al., 2023).

In the context of the implementation of the Federal State Educational Standard of Higher Education (FSES HE) of the new generation, the primary goal of professional training of music teachers is the mastery of universal, general, and specific professional competencies, which provide the basis for further practice in music teaching (Kosiborod et al., 2022).

In this connection, great importance in the training of music teachers is attributed to practice-oriented learning conditions or educational practice, the potential of which is of fundamental importance in students' professional development. As noted by Rachina (2015), *“the results of practice not only allow to identify the level of professional competence of each student but also reflect the quality of implementation of the model of professional training in general”*. (p. 7)

The issues of organization of practice-oriented learning conditions have been in focus for 150 years. This process is associated with the name of the German educator and psychologist Johann Friedrich Herbart, who emphasized the need for practice to develop the professional skills of future teachers (Shevchuk et al., 2023).

In Russia, the most fruitful period for the introduction of practical training in the sphere of vocational training of teachers occurred in the Soviet period. S.T. Shatsky was among the founders of this process and helped disseminate the experience of interaction between the theoretical basis of education and practice in the form of creative workshops.

At the current stage of the system of pedagogical training, the issues of practical training in universities are explored

by such researchers as O.A. Abdullina, I.U.K. Babanskii, V.P. Bepalko, N.V. Kuzmina, V.A. Slastenin, and A.V. Khutorskoi. In the sphere of practical training of music teachers, a great body of experience has been accumulated by Apraksina, Abdullin, Rachina, and others.

Training practice, being the most important component in the system of professional training of music teachers, contributes to the maximal immersion of students in the conditions of real music teaching activity. This not only promotes motivation for this work but also actualizes the competencies acquired during university education.

The modern model of practical training of music teachers, which complies with the requirements of the new generation FSES HE, should contain certain means and conditions that stimulate the application of students' theoretical knowledge in practical activities, as well as their comprehension of practical work. In this regard, the practical training of music students is a continuous cycle of various types of educational practice and internship consistently combined with theoretical training.

MATERIALS AND METHODS

The research involved a review of scientific literature and historical analysis. The history of practical training in music education was explored, and normative analysis of the FSES HE was conducted in the context of the direction of training 44.03.01 “Pedagogical education”, profile “Music” (Ministry of Education and Science of the Russian Federation, 2018), and requirements of the standard to the training of music teachers.

In addition, analysis was conducted to explore the various types of practice-oriented training, including educational (introductory) practice, teaching practice, internship, and pre-diploma practice, and to outline their goals and objectives.

We analyzed how practical training is integrated in higher education with particular attention paid to the development of professional competencies using practice-oriented training.

RESULTS AND DISCUSSION

The study considers the types of work practice indicated in the new generation FSES HE and implemented in vocational training.

From the 1st to the 3rd year of study, students go through educational (introductory) practice. In the 1st year, this type of practice is conducted in preschool education institutions, and in the 2nd and 3rd years – in general education institutions based on elementary and middle schools.

The purpose of the practice lies in the development of universal, general, and professional competencies in students while observing the activities of the music teacher.

The objectives of educational (introductory) practice include:

- study of the individual work style of the music director or music teacher;
- study of the forms, content, and specifics of children's music education based on a preschool or general education institution;
- practical mastery of various methods of psychological and pedagogical diagnostics of the child's musical development;
- creation of conditions for building motivation for future professional work;
- development of communicative abilities and skills in the process of communication with children;
- development of students' creative attitude to music teaching activities.

From the 1st to the 3rd year, the practical training of students is carried out in the framework of **teaching practice**, which is aimed at the development of the fundamentals of professional activity and students' mastery of the skills of independent provision of music education of children. In the 1st year, teaching practice is organized in preschool education institutions, in the 2nd – in elementary schools, and in the 3rd – in middle schools in institutions of general education (schools, gymnasiums, and lyceums).

The purpose of this type of practice is the preparation of future music teachers or music directors for the comprehensive implementation of their professional functions in the sphere of children's music education. In the course of this practice, students develop universal, general, and special professional competencies and the skills of their implementation according to the requirements of the FSES HE.

The objectives of this type of practice are as follows:

- learning different technologies and methods of general music education and their implementation in the educational process;
- development of communicative abilities and skills in the process of communication with children;
- creation of conditions for the development of motivation for future professional activity;
- formation of the skills of professional self-reflection;
- development of a conscious creative attitude to professional practice in future music teachers.

Internships are carried out in the 3rd year in summer school camps, based on which students undergo this type of practice as counselors, as well as music directors or organizers of leisure activities for children.

This type of practice aims at the development of the fundamentals of music teaching activity in students as a component of the professional competence of a modern music teacher in the context of extracurricular and after-school activities (Avdeeva et al., 2022).

The objectives of this practice include:

- formation of experience in the implementation of music teaching activities in the summer school camps;
- improvement of the student's skills in planning, designing, and implementing music teaching activities as a music director and organizer of events in summer school camps;
- development of the student's skills in the development of song, play, and musical material to perform music teaching work;
- development of skills in the organization and implementation of vocal and choral activities for children in summer school camps.

The process of practical training of students is completed in the 4th year with pre-diploma practice, in which students develop competencies in the field of research activities and thus form the foundations of the methodological culture of a future music teacher.

In the framework of **pre-diploma practice**, students develop experimental tools, conduct diagnostic procedures in the conditions of the base of practice, summarize the results, and collect and organize the materials needed to write a thesis.

The goal of this type of practice is to establish the foundations for students' research activities as an aspect of their professional work.

The form of all types of practical training is discrete, with a break from theoretical training. Based on the results of the practice, the student must provide reporting documentation.

Practice bases can be general education organizations with which the university has contracts for the implementation of practical training. An important criterion for the choice of the base of practice is the availability of modern equipment and experienced music teachers.

Final certification on the results of the practice is carried out by the graduating department based on an open music lesson or a lesson conducted by the student, along with the reporting documentation prepared by the trainee,

a characteristic provided by the head of the base of practice, and a review about the trainee by the head of practice of the higher education institution. The form of intermediate attestation of practice is a graded credit, which student interns pass under the established requirements.

The results of practice serve as a basis for determining the level of theoretical comprehension of practical activities by students (students must know the purpose of their work, its objectives, content, and methods of implementation), the level of their musical and pedagogical skills, the level of musical and pedagogical orientation of future teachers or music directors (interest in the profession, commitment to the music education of children, engagement, a responsible attitude towards work), and a certain level of professional skills.

Despite the long history of practical training, both internship students and supervisors face several challenges, which include:

- adaptation of the knowledge, abilities, and skills received in the higher education institution in the real space of music education;
- the lack of creative initiative in student interns, which entails copying the teacher's work without the necessary adjustments in acquiring experience for themselves;

insufficient training in performing for the student to work with children: instrumental, vocal, choirmaster, etc.

CONCLUSIONS

The study emphasizes the significance of practical knowledge in the professional development of student music teachers in Russia. Practice-oriented training is found to have undergone major changes and to play an indispensable role in the development of universal, general, and special professional competencies in music teachers. The study advocates for continuous modernization and adaptation of practice-based teaching models according to the new educational standards, ensuring that they correspond to the internal and external elements of music education. Educational institutions must maintain a balance between imparting theoretical knowledge and providing practical experience, educating not simply competent but adaptable music teachers able to implement their professional skills in today's environment.

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