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PROFESSIONAL COMPETENCE OF THE FUTURE TEACHER OF MUSIC ART

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Abstract: The article considers scientific approaches and defining the essence of the concept of “professional competence”, the components of pedagogical activities of teachers, the essential characteristics of professional competence; the content of scientific interpretation of professional competence as an integrated result of individual educational activity, the importance of professional competence of the future teacher of music art is revealed.

Key words: competence approach, competence education, professional competence, pedagogical skill, teacher of music art.

Competence approach at the present stage is one of the priorities in the organization of art education, because in the first place is not only the student’s awareness, but also his ability to solve problems of a professional nature. Of particular importance is the formation of competence in the field of independent cognitive activity, which is based on the ability to acquire knowledge from various sources of information. The peculiarity of the educational competence approach is not only the acquisition of ready-made knowledge, but the ability of the student to

form their own knowledge, to implement them in various types of practical activities.

Competence education provides a new approach and requirements not only to the structure of the educational process, but also, above all, to the teacher's personality, his psychological and pedagogical literacy, professional independence, methodological skills, flexibility, creativity, competence and "results-oriented, experience of personal activity, development of attitudes, which causes fundamental changes in the organization of education, which becomes aimed at the development of specific values and vital knowledge and skills of students" [8, p. 2].

Problems of competence approach to professional training of future specialists in their scientific works were considered by A. Andreev, I. Bekh, T. Brazhe, S. Bondar, A. Verbytsky, I. Yermakov, I. Zyazyun, V. Demin, V. Kraevsky, A. Markova, N. Nichkalo, E. Pavlyutenkov, J. Raven, V. Radul, S. Rusova, O. Savchenko, V. Semichenko, V. Slastyonin, L. Khoruzha, A. Khutorsky, M. Choshanov, S. Shishov, V. Yadov.

In the dictionary of foreign words, the concept of "competence" is defined as "awareness, knowledge, authority". The new dictionary of the Ukrainian language characterizes the term "competent" as follows: "one who has sufficient knowledge in any field; who is well aware, intelligent; which is based on knowledge, qualified".

It would be noted that in some sources the concepts of "competence" and "competency" are identified. Thus, in the explanatory dictionary by V. I. Dahl, the terms "competence" and "competency" are interpreted as "fullness" and used by him in the legal field.

Teachers-scientists I. Zyazyun and G. Sukhobaska connect the concept of "competence" with the concepts of "professionalism", "skill" [4, p.26], each of which is characterized by a certain individual-characteristic semantic aspect of teacher's preparation for professional pedagogical activity, expands and deepens

the idea of the complexity and versatility of professionally significant characteristics of the future specialist.

Competence is a mandatory and necessary structural component of professionalism of a teacher, which contains professional knowledge, knowledge of pedagogy and psychology, methods of teaching the subject, the level of professional self-awareness, individual characteristics and professionally significant personal qualities (I. Zyazyun).

In the structure of professional skills G. Sukhobaska singles out the following aspect of this definition: the ability to have competence, to direct it to productive activities [5, p.26].

Introspective aspect of understanding the professional competence of the future specialist, the search for its component-variable structure, determining the content of competence blocks and modules carried out by E. Hnatyshyna [2, p.22], who understands professional competence as a unity of theoretical and practical training of teacher and state his competence. E. Hnatyshyna proposes to carry out professional activities according to the structure proposed by V. O. Slastyonin, in which the structural components of the teacher's competence coincide with the components of pedagogical activity and contain the following groups of skills:

- 1) to transform the content of the objective pedagogical process of education into specific tasks of pedagogical activity;

- 2) the ability to build and provide movement to a logically ordered system of pedagogical actions that constitute the essence of the pedagogical process;

- 3) the ability to identify and establish relationships between all components and factors of education, to turn them into action; identify and establish relationships between components and factors of the pedagogical process, put them into action;

- 4) the ability to take into account and evaluate the consequences of their pedagogical actions, adjust them and focus on achieving new results of pedagogical activities.

In the structure of professional competence L. Mitina distinguishes the following two substructures:

1) effective, which includes knowledge, skills, abilities and means of implementing pedagogical activities;

2) communicative (knowledge, skills and means of implementation of pedagogical communication is a set of generalized principles that constitute the normative and regulatory basis of professional activity [5, p.126].

N. Bibik's statement that competence is an evaluative category that characterizes a person as a subject of professional activity, his ability to perform his powers is correct [1, p.47].

The level of personality competence depends on the ability to consciously, adequately, purposefully apply the acquired knowledge, skills, methods of activity in accordance with a certain interdisciplinary range of issues [3, p.5], so at different stages of learning the level of personality competence would be different [1, p.53].

The most significant characteristics of the studied concept are:

- mobility of theoretical knowledge, practical skills, methods and techniques of their implementation in the process of communication, ability to development and self-development (L. Mitina, L. Khoruzha);

- experience, personal qualities of the teacher, value orientations, the sphere of relations that exists between knowledge and action in practice (S. Rusova); behavioral relations (E. Shishov);

- ability to think critically, flexibility of method, constant updating of knowledge, ability to master new information, ability to actual performance of activity (O. Kozyrina, M. Choshanov);

- ability to find and make decisions, assess the consequences of actions, work in a team, develop joint creative projects, organize and carry out pedagogical activities and pedagogical communication at a sufficiently high level (A. Markov);

- interesting, effective activity (J. Raven);

- continuous training, development of initiative, formation of personal style of educational activity, ability to innovative activity (N. Uisimbayeva);

- methods of activity, experience of creative activity, social inclinations, value orientations, competence in self-organization, motives of activity (L. Bogomolov).

In determining the professional competence of a specialist, researchers consider the most important approach, the essence of which is the priority of extracurricular knowledge and skills over subject knowledge, arguing that professional competence reflects human potential, ability to use it, creates new personality qualities that allow him to be successful. In the structure of professional competence I. Zeyer singles out such professionally significant personal qualities as creativity, self-control, contact, independence, which are structural components of key competencies, which, in turn, are universal and essential for productive activities in various professional communities.

According to the general education of a person, new constructs (key competencies) are universal metacultural qualities that can ensure the adaptation of the individual to the complexity and increase the dynamics of socio-professional life.

Thus, according to research, the concept of “competence” integrates personal qualities, knowledge, skills, experience, which are necessary for personal, socially significant activities [9, p.2], the ability to act meaningfully and adequately in certain educational and life situations. According to O. Vyshnevsky, this ability itself is determined not only by awareness, but also by the level of activity of the individual’s mental functions, his intellect, will, abilities, value orientations, and so on. According to this approach, his educational activity acquires a research and transformative direction, representing a synthesis of cognitive, practical and personal experience. Acting as a result of learning, competence in the field of music and pedagogical education is a consequence of self-development and self-learning of the individual [10, p.18].

Scientific interpretations of professional competence as an integrated result of individual learning activities, formed on the basis of mastering the semantic,

procedural and motivational components allowed us to identify and summarize the following characteristics of this concept:

- 1) professional competence as an integrated phenomenon is a set of professional qualities;
- 2) level characteristics of professional competence, which indicates the presence of potential for self-development;
- 3) qualitative characteristics of professional competence, which reflects the ability to act as a measure of qualification of the specialist;
- 4) activity characteristics of professional competence, which reflects the ability of the individual to perform the necessary professional actions;
- 5) the indirectness of professional competence by the moral position of the individual, which determines his readiness for personal responsibility for professional actions.

G. Padalka defines the professional competence of the future teacher of music as a systemic, integrative quality, which includes the ability of the individual to understand music as a phenomenon of social life, master its basic laws, styles and genres, to master the means of embodying artistic images in performance, to use music in artistic and educational work with students. To know art in the diversity of its genres and styles, emphasizes G. Padalka, means to have a large stock of aesthetic impressions, extensive experience of intellectual and emotional awareness of figurative content of works, to have a colorful palette of artistic thoughts and feelings [8, p.38].

O. Mykhailychenko refers the professional competence of a teacher of music art to the structural components of pedagogical skill, which he defines as a set of professional competence, pedagogical abilities, and pedagogical technique. The scientist defines the professional competence of a teacher of music disciplines as “a harmonious combination of his musical knowledge, pedagogically oriented consciousness and psychological and pedagogical thinking” [6, p.92].

Thus, professional competence is an integrated professionally significant personal quality (characteristic) of a teacher, which determines the ability to

independently perform certain activities, is formed in the process of personal development and self-development and contains a set of interrelated and interdependent qualities (knowledge, skills, personal qualities, experience, values, individual style), which are necessary for personal, socially significant activities.

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