

Cuev Davil Louise Socrates

PEDAGOGICAL CONDITIONS OF THE FORMATION OF FUTURE  
MUSIC TEACHERS' REFLECTIVE COMPETENCE

Odessa, Ukraine

**Abstract.** *The article deals with the problem of the formation of future music teachers' reflective competence in the process of his training. The following pedagogical conditions are highlighted: actualization of unison attitude to mastering pedagogical self-efficacy; enriching the experience of values-based attitude to the music art; creating reflective and evaluative environment in the educational process; organization of future music teacher's self-development in the process of musical and educational activity.*

**Keywords:** *reflective competence, professional training, pedagogical conditions of reflexive competence formation.*

At a modern stage of the society development knowledge, intelligence, competence, spirituality, information culture are its highest values. Public attention is drawn to the importance and topicality of the maximum reveal of every person's potential, preparing him to self-development, self-determination and self-realization.

An important role in this is played by a teacher's personality, his competence. Since it is the level of teacher's personal and professional development that impact the feelings of the child, expansion of his spiritual sphere, his entry into the world of music, his turn to art. Therefore, modern universities faced the task of the reflective teacher education who would be willing to continuously improve his ability to analyze the students' needs, their individual characteristics, find out the most effective teaching methods.

The analysis of the researches of such national psychologists as H. Ball, N. Bibik, V. Bondar, I. Ziaziun, S. Maksimenko, V. Moliako, N. Nychkalo, N. 69 Poviakel, V. Rybalko, O. Savchenko, V. Semychenko, T. Tytarenko and modern teachers - K. Vazina, K. Verbova, T. Davydenko, I. Isaiev, S. Kondratieva, Yu. Kuliutkin, A. Markova, H. Sukhobska and others. The proceedings of A. Beliaev, T. Davydenko, A. Derkach, A. Karpov, S. Kondratieva, O. Lushpayeva, A. Tiukova, H. Shchedrovitskyi confirm that studying the concepts of competence and reflexive competence will enable coming closer to understanding the mechanisms of improving specialist's professionalism .

The aim of the article is to highlight pedagogical conditions of the formation of future music teachers' reflective competence in the process of his professional training.

Peculiarities of training future music teachers together with the problems of musical and pedagogical education of specialists were highlighted in the works of such scholars as A. Bakanurskyi, B. Butenko, L. Masol, V. Mutsmakher, S. Nychkalo, L. Nikolaienko, O. Oleksiuk, H. Padalka, O. Rostovskyi, O. Rudnytska, O. Semashko, V. Shatska, T. Scherytsia, O. Scholokova.

Reflection is the subject of scientists' researches in different fields. Its certain aspects are considered in the works of famous psychologists, such as V. Davydova, S. Rubinshtein, Zh. Piazhe and outstanding teachers: A. Makarenko, V. Sukhomlynskyi and others. Theoretical and methodological analysis of the formation of future music teachers' reflective competence in the process of their professional training allowed to state the recessment of adaptive capacity of future teachers, exacerbation of limiting mental qualities, the appearance of emotional indifference to pupils, increased anxiety, emergence of the tendency to monologues, susceptibility to tessoning and notations, intolerance of criticism with corresponding aggression. The future specialists reveals an inability to hear his interlocutor, unwillingness to argumentate his claims, the tendency to shift responsibility to the students, the desire to "sculpt" them in his own likeness and so on. Such negative trends of the reflection development under the influence of pedagogical profession, in our

opinion, are reasoned by a number of fundamental contradictions within professional teacher training. In particular, we can state deepening the contradictions between the requirements imposed on the music teacher's personality and activity, and his actual level of readiness to perform his professional functions; between typical system of teacher's training and individual and creative nature of his future activity.

We understand music teacher's reflective competence as:

- individual's professional property, which is manifested in the effective implementation of reflexive processes;
- the level of individual's professional skills, which enable the most efficient and adequately performing of reflective processes that ensure the development and self-development, promote creative approach to future professional activity;
- individual's quality, which positively affects the processes of individual and professional development.

These positions make it possible to state that the phenomenon under analysis is an individual's integrative professional quality, which enables efficiently perform reflexive self-organization and target future teacher to a creative approach to professional activity performance, contributing to its efficiency and productivity.

We distinguish the following components in the structure of reflective competence of future music teachers: axiological, cognitive, emotional and evaluative, operational and technological, personal. Their composition makes it possible to carry out reflection as a holistic ability, so that future specialist performs self-exploration, self-cognition, self-control of the process of pedagogical interaction with pupils (pedagogical reflection), interaction with other subjects of the educational process (business reflection), realizes himself as a specialist (self-reflection). That is the formation of future music teacher's capacity for conscious choice of individual trajectories of professional development is possible on the condition of his focused mastery of different types of reflection.

The formation of any personal trait is impossible without understanding certain conditions that provide its success. Yu. Babanskyi believed that "the effectiveness of the educational process naturally depends on the conditions in which it occurs" [1, p.78].

In a philosophical sense condition reflects the universal relation of the object to those factors due to which it emerges and exists [3, p.243].

Psychologists point out that an active factor of the influence of conditions on the way of certain thing's existence is a man as active creature. External conditions and influences determine the mental development of a person not directly, but refracting through his personality, individual peculiarities and mental activity [2, p.56]. Therefore, in addition to the external conditions of reflective competence formation, it is necessary to take into account the internal conditions that are determined by students' personal characteristics, namely: acquired life and artistic experience, memory development, attention, thinking and other mental signs of future teacher as well as his professional qualities development (associative imagination, creative thinking, emotional perceiveness, artistic needs, tastes, etc.).

Thus, we understand the conditions of the development of future music teacher's reflective competence as specially created conditions necessary and sufficient for his professional development. The most significant of them are:

- actualization of students' axiological view of mastering teaching self-efficacy;
- enriching the experience of axiological attitude to music;
- creating reflective and axiological environment in the educational process;
- organization of future music teacher's self-improvement in the process of musical and educational activity.

Actualization of students' axiological attitude to mastering pedagogical self-efficacy involves inspection of: the content of future professional activity, the role of the reflection phenomenon in the professional growth of the individual, possibilities of developing reflection by means of music, reflexive mechanisms of music perception and musical thinking, as well as means of accumulation and expansion of personal experience of reflective activity.

As it is well-known, axiological orientations are a fundamental principle which defines person's professional orientation, directs his actions. This value is the consolidating basis that regulates the person's attitude towards the environment, towards his own activity. This refers to the system of values that would facilitate the formation of pedagogical self-efficacy, and also creating opportunities that would actualize internal motives of future music teachers, would form personal sense and the need for pedagogical self-efficacy. An important role in the process of activation of future music teacher's axiological attitude to mastering pedagogical self-efficacy is played by the level of professional self-consciousness development. Future music teacher's self-consciousness includes a system of relations to future musical and educational activity, a system of ideas about the nature of music and pedagogical profession and requirements to the music teacher's personality, a system of ideas about a professional "me". High level of future music teacher's self-consciousness development implies self-realization of one's own "me", the ability to analyze own professional behavior and actions, evaluate them from the outside, reveal own weak points their weaknesses and for professional self-improvement.

Efficiency of enriching the experience of music teacher's axiological attitude to the music depends on the character of this process flow, which, in its turn, depends on the experience of axiological attitude to the art of music. That's why an important condition of enriching the experience of axiological attitude to the music art. This condition involves pedagogical teacher's performance of special actions programme, influence on the students aimed at organizing and coordinating their activity.

We understand the experience of axiological attitude to the music art as an individual's essential trait, which covers the experience, knowledge and skills that are the result of the implementation of music and creative activities aimed at finding and implementing musical values. The specificity of this phenomenon is found in its content filling associated with the axiological knowledge, ideas and experiences, the ability to reveal, support and implement the values in musical activities.

The process of enriching the experience of axiological attitude to the music art is characterized by such conventional areas:

- 1) expanding musical thesaurus, accumulation and synthesis of musical experience;
- 2) activation of individual's internal forces, aimed at experiencing and comprehending musical values;
- 3) implementation of the acquired knowledge, skills and attitudes in independent music and creative activities.

It should be noted that activation of reflection will help future music teacher master the secrets of communication with students in the process of effective musical and aesthetic education of pupils and it will realize the mechanism of their self-actualization. The mechanism of the activation of reflection as a personality formation is reasoned by the collective nature of training activity, since future teacher cognizes himself in teaching thinking about the content of artistic works, looking at the other, comparing him with himself.

The above-described pedagogical condition includes pedagogical prognosing (predicting future music teacher's musical development); making educational decisions that are the results of the object management analysis, choice of methods of influencing the pupils; control over the results of musical and educational activity of the student; correction (prevention of deviations and making changes). It is important for a teacher in the process of enrichment of the experience of teacher's axiological attitude to the art have an ability to

mediate between the student and the piece of music that requires careful attention to the student, his utterances, emotional reactions and so on.

*Creating a reflective and axiological environment in the educational process* – is modeling specific conditions where based on self-cognition emerges the contradiction between student's actual behavior, his personal stereotypes and those beliefs and actions that are inherent to reflexively competent teacher.

Reflective-axiological environment is aimed at expanding opportunities of students' professional self-consciousness, facilitating assessment and rethinking of their own professionally significant traits, opportunities and, based on this, the elaboration of effective behavioral strategies that will facilitate the expanding of reflective competence. It should be noted, that the reflective and axiological environment encompasses all learning activities of students - pedagogical practice and training sessions as well. Among the methods used in this case are: reflective conversation, attending and conducting future music teacher's lessons, keeping a diary of lessons observations, analysis of pedagogical situations, solving pedagogical tasks. One of the important tasks in the process of creating a reflective and axiological environment is organizing a search activity of future specialists.

Effective organization of search activity implies the following principles: optimistic character (focus on success), focus on the search for effective ways of developing reflective competence, activation of internal resources of students, faith in their capabilities. Creating a reflective and axiological environment withing teaching internship implies an analysis of students' own music lessons, conducted extracurricular educational events, personal interaction with the subjects of the educational process, analysis of lessons conducted by other students and music teachers based on observation, reflection of their own activity at different stages of the lesson based on self-observation.

To develop students' professional self-consciousness in the process of study it is the following tasks will be appropriate: verbal analysis of performed musical works, 73 independent work with the author's text, selection of appropriate means of expressivity, analysis of the emotional content of the work, oral review of one's own and perceived performance, understanding personal weak points, accumulation and use of the performance experience of others.

Implementation of pedagogical condition - the organization of the future music teacher's self-development in the process of musical and pedagogical activity involves conscious and purposeful activity of the students on themselves, developing positive personal traits required for professional implementation, meeting the requirements of the profession and personal pedagogical ideal.

As it is known, self-development is a complex intellectual, emotional and volitional process. The aspects that contribute to future music teachers' reflexive competence self-development include: development of logical students' thinking and willpower, striving for educational ideal and application of the techniques of "selfhypnosis" (includes student's silently or aloud repetition of certain judgments that stimulate his adequate musical and pedagogical activity career), "self-analysis" (implies an ability to analyze their achievements in a certain direction, to assess them), "self-characterization" and "mutual characterization" (the progress is analyzed and the gaps are revealed), "a step forward" (includes weekly activity on planning self-development of pedagogical self-efficacy and weekly self-reports writing).

During the implementation of the above-mentioned educational condition much emphasized is the development of emotional sustainability of future music teachers. Students' special attention should be paid to the ways of understanding by means of direct reflection the emotional state when there are factors that cause some tension. For this purpose, future teachers should be directed to self-persuasion, self-command, self-suggestion causing a state of calm, peace required for work mood: "Today I do not pay attention to the little things," "I am completely calm" and so on; self-control of emotional state on the outward expression of emotions, facial expressions, pantomimitsi, the nature of language, presence of muscle tension, increased respiratory rate. To do this, self-control question should be used: "How does my face look?" "How do I sit

(stand)?" "How do I breathe?" etc., calming breathing exercises (calm and deep breathing); the use of concentration and visualization - focus of attention on imagination or a specific object (visual, auditory, bodily, etc.).

Thus, self-improvement in the process of musical and educational activity is due to the students gaining the experience of internal interaction with himself, axiological self-perception, self-control, conscious self-regulation of the activity, his own behavior and internal state.

Thus, the efficiency of the development of future music teacher's reflective competence is promoted by such educational conditions: a) actualization of students' axiological attitude to mastering pedagogical self-efficacy; b) enriching the experience of axiological attitude to music; c) creation of reflective and axiological environment in the educational process; d) 74 organization of future music teacher's self-development in the musical and educational activity.

Considered conditions should be provided in complex, since taken separately, they can not ensure the successful development of future music teacher's reflective competence in the process of professional training.

*References translated and transliterated*

1. Babanskyi, Yu. K. (1977). *Optimizatsiia protsessa obucheniia (Obshchedidakticheskyi aspekt) [Optimization of the educational process (General didactic aspect)]*. Moscow: Pedagogika [in Russian].
2. Rubinshtein, S. L. *Bytie i soznanie [Existence and consciousness]*. Moscow: Pedagogika [in Russian].
3. Konstantinov, F. V. (Eds.). (1967). *Filosofskaia entsiklopedia [Encyclopedia in philosophy]*. (Vols.4) [in Russian].