

Yanenko O. A.

**FORMATION OF PROFESSIONAL MOBILITY OF
FUTURE TEACHER-MUSICIANS BY MEANS OF VARIETY
AND PERFORMING ACTIVITIES**

Kirovohrad, Ukraine

Abstract. *The paper surveys the possibilities to employ the system of shaping professional mobility of a future teacher-musician within a variety show class by inducing students to create their own original projects. Implementing grounded pedagogical conditions and the technologies of shaping professional mobility of future teachers-musicians sufficiently stimulates the development of the inner need of professional mobility, assists students in acquiring knowledge, essential for shaping professional mobility within university training process; inspires flexibility, critical and creative thinking, resolution, determination, independence, initiative, as well as promotes practical skills in projecting own professional development, there through stimulating the development of professional mobility of future experts.*

Professional mobility is an integral part of an expert professional readiness, which defines the mechanism of a personality adaptation providing coordination of separate components of professional development, the ability to adjust to new working conditions. Having examined psychological-pedagogical publications on professional mobility, having analyzed the results of the stating period of the experiment, and considered the pedagogical conditions of professional mobility formation of prospective music teachers, as well as the own working experience at the Music sub department of the Art Department of Kirovohrad Volodymyr Vynnychenko State Pedagogical University, we have created an organizational-pedagogical model of professional mobility formation of prospective music teachers. We see the former as an integral system with functionally important elements.

Keywords: *professional mobility, future teacher-musician professional mobility, creative self-actualization, system of efficient developing of music expert professional mobility.*

Socio-economic changes in Ukraine, world tendency of society humanization, integration and globalization have determined new priorities for the education sector development. In modern circumstances the basic principles of Higher Education reforming provide radical updating of the structure, forms and methods of educational process, its maximum intensification. According to the Law of Ukraine "About Education", State National Program "Ostiva", National Doctrine of Education Development and National upbringing Concept, the strategic

direction of education reforming is ensuring of a personality artistic development and creating of the conditions for independent scientific research, self-education and personality self-realization. The above mentioned documents lay stress on the need for formation of a professionally mobile specialist, who is competitive at the job market.

Successful development of education depends on the readiness of the teaching staff to work in the terms of continuous innovation, flexible reaction to their professional activity and changes, occurring in the society. Considering this, professional mobility of pedagogues is a prerequisite of the stable education development, motivation professional mobility formation of pedagogues at the stage of their studying in the Higher Education Institution.

Musical-pedagogical education perceives importance of solving such tasks, since artistic activities influence artistic features of a personality in the most productive way, determine his/her ability of creative self-expression and self-realization. Music, painting, theater build a complex of artistic expression means that gives total freedom for fantasy flowing, activities intuition and research initiative.

Musical-pedagogical direction of teaching in Higher Education Institutions of Art calls forth the need of professional mobility formation of musician-performers with the help of variety arts means, enriching their vocal culture, performing mastery and achieving their artistic and creative development. The above mentioned tendencies of artistic higher education intensify the variety arts meaning as a powerful factor of creative personality education, his/her professional mobility.

The issue of music and performing activities is presented in research works of V.V. Bielikova, H.M. Hinzburg, L.S. Hinzburg, V.Y. Gryhoriev, Y.I. Milshtein, S.H. Rappoport and the others. Of particular note is the position of O.B. Horbenko on the formation of music and performing competence. The works of M.I. Beniumov, L.N. Hurevych, Ye.H. Hurenko, O.O. Ilchenko, N.P. Koryhalova, V.H. Moskalenko, Y.V. Nazaikinskyi, M.S. Skrebkova-Filatova, A.N. Sohor deal with the problem of artwork interpreting. The psychological peculiarities of music and performing activities are developed in the researches of L.L. Bochkarov, Yu.M. Zabolotskyi, V.H. Razhnikov, V.Z. Samitov, Yu.O. Tsagarelli, D.H. Yunyk and the others.

Special attention must be drawn to the theoretical explorations in the sector of musical and pedagogical education and training (V. Butenko, N. Huralnyk, A. Kozyr, L. Masol, N. Myropolska, O. Oleksiuk, H. Padalka,

O.Rudnytska, V.Cherkasov, O. Shcholokova, and the others), research works dedicated to the problems of future teacher-musicians professional training (O. Abdullina, L. Archazhnikova, M. Bukach, V. Volkova, O. Horbenko, O. Horozhankin, I. Hryhorchuk, S. Dienizhna, V. Driapik, O. Yeremenko, L.Lostenko, V.Krytskyi, R. Kuzmenko, O. Liashenko, I. Mohylei, I. Mostov, V. Orlov, R. Osypets, A. Rastryhina, O. Rostovskyi, N. Seheda, T. Stratan and the others.). The most acceptable for our understanding of musical and pedagogical training of future specialist-musicians is the position of A.M. Rastryhina [4, p.74].

The works of T.Zavadzka, T.Liurina, N.Myropolska, O.Oleksiuk, L. Khlebnikova, T. Tsvelykh, O. Shevniuk, H. Shevchenko, V. Shulhina, O. Shcholokova, B.Yusov are dedicated to the future specialists training in the sphere of art education, in particular, to vocal culture formation. The scientific explorations of Y.S.Kushka are aimed at vocal culture formation of variety singing specialists [3, p.203]. Thus, variety performance takes its rightful place in the world music culture as well as in the domestic art space and has been of significant attention over the last few decades.

Should be noted that the problem of professional mobility, having been the object of sociological, (P. Sorokin, S. Kuhel, T. Zaslavska, R. Ryvkina, V. Shubina and the others) and economic sciences (Y. Ivanchenko, N. Kovalisko, S. Makeiev, E. Myroshnychenko, O. Mykhailov and the others), is today of special attention in psychological and pedagogical researches (A.A. Heraskov, T.K. Horokhov, Y.I. Kalynovskyi, S.A. Konstantinov, V.O. Slastonin, V.V. Sohranov and the others). The problem of professional mobility formation of future teacher-musician was the subject of our research findings at the level of Ph.D. Thesis.

According to the results of our research, the fact that future teacher-musician must be mobile in his/her professional activity is undoubtful. Therefore, the issue of improving the formation process of future teacher-musician professional mobility during professional training and, in particular, during mastering variety performing course, is worth constant attention and open for the constant scientific searching.

The aim of the paper is to determine the peculiarities of professional mobility formation of future teachers-mobility in the process of the variety and performing activities.

Being one of the professional course given in the process of professional training of teacher-musician, variety solo singing has a great potential for formation of future teacher-musician professional mobility. The aim of the discipline is the acquisition and formation of musical and

performing skills in vocal art in view of the best examples of domestic and foreign contemporary music. The main purpose of the course is to familiarize students with the main principles of variety vocal pedagogy taking into account natural vocal and specific peculiarities of timbre coloration of a student. Applying the scientific data on the structure and function of vocal apparatus, student should understand the biophysical mechanisms of singing process; possess knowledge about the theory and methodology of voice training, obtain basic singing skills by mastering through vocal and technical exercises, vocalizes, vocal and artistic works. Development of variety and performing competence is realized through the acquisition of variety and performing and enrichment of vocal and pedagogical repertoire by applying an individual approach to each student. Clearly, acquisition of the indicated competences of the "Solo (variety) vocal" course by student has a positive influence on the professional mobility, however, in our opinion, is not enough for the mentioned quality formation. Implementation of the pedagogical terms that would really provide the educational process orientation to the formation of their own professional mobility, activity of their self-manifestation in solving musical and artistic problems has become the basis of our work in the variety singing sector.

Thus, today professional training of future teacher-musicians in the variety singing sector is oriented to the change of main purposes and objectives of the artistic education in the Higher Education Institutions. In contrast to the paradigm of knowledge-information education, which contributes only to the formation of knowledge and skills, ie, rational and intellectual training of teacher-musician, artistic paradigm involves the development of the creative personality, capable of creating their own path of professional development through creative self-expression and advanced professional mobility.

Performing activities is a special kind of mental activity and is regulated by a system of active internal relation of the subject to the object or phenomenon. Its specificity is that a singer does not just imagine the model of the created artistic image, but compares his/her subjective perception with generally accepted social norms, reflecting his/her attitude to it. Performance is deeply personal, creative process, where the playback of live sensual essence of work, lost while its fixing on music paper by a composer, appears. It should be noted that performing activities serve as a special artistic and aesthetic value. The results of such activities presented

in the specific form consolidate the fixed complex process of creating something new and exceptional, which is a piece of art itself.

Musical variety art creates necessary conditions for the formation of performing experience of a personality, modeling the aesthetic attitude and ensuring disclosing of artistic abilities in the process of creative individuality of musician and performer. By enriching the musical culture palette of Ukraine, the actualization of variety music promotes the formation of a new aesthetic vision and conscious personal attitude to this music style. Exceptional in its genre and stylistic diversity, by virtue of the distinct syncretism and variety of forms, variety art has great artistic and educational potential, facilitates the identification of bright creative individuality and is called for providing students with an aesthetic pleasure that depends on the development of artist's professional mobility.

Variety and performing activities is the embodiment of the artistic and musical intention of composer that through an automated system allows to voice musical works at a high level of excellence. The former is closely related to musical and pedagogical activities. As noted by David Oistrakh, «Educational activity is a natural continuation of performance for being tightly linked with it. Pedagogy is a unique artistic laboratory, where individual experience of an artist becomes of the most generalized nature, where for the difficult questions of interpretation, expression, technologies in the concerted search the needed, often unexplored, original answers are found" [2, p.11].

Therefore, the training of teacher-musicians, being closely related to the variety and performing activities of university students, is carried out by us in accordance with the educational environment conducive to the formation and development of future specialist professional mobility. The following integrated quality is considered to be a professional and personal formation, which is characterized by a conscious need for self-actualization in musical and educational activities which is value-oriented component of a teacher-musician personality structure, formation of professional competence and volitional qualities (cognitive-volitional component), developed practical skills and abilities for implementing music and creative tasks (activity-creative component), that serve as the basis for flexible orientation, creativity, freedom of self-expression and specialist's activity response in modern dynamic conditions of the society development.

In the course of scientific studies it was demonstrated that the effective formation of future teacher-musician professional mobility is possible in

compliance with a number of pedagogical terms carried out with using the technology of stepwise formation of a specified feature and implemented in the mastery process of materials of worked out author courses as well as during studying subjects of the professional unit.

These terms include stimulation of artistic and creative self-realization on the basis of the dialogic style of pedagogical communication. Dialog as a crucial aspect of reaching efficiency of joint creative interaction of active educational process participants is the hallmark of a new educational paradigm. The dialogic style of pedagogical communication calls forth activation of creative self-improvement, independence and self-realization of a teacher-musician. One of the main terms of dialogic pedagogical communication is a person-oriented direction with the consideration of student individuality determining the main criteria of repertoire and methodological teaching tools choice. Student-centered approach in the process of the educational process individualization involves the multitude of organizational forms of educational, creative and cognitive and music and performing activities of students.

Intensification of creative search of teacher-musicians in the course of the problem-based learning is the next terms of successful development of professional mobility of future teachers-musicians. The application of problem-based learning in the test process is conditioned by a problematic nature of variety performance as a complex, dynamic in form and content system in general. Application of problem situations, methods and purposes forms the dialectical approach to learning the specifics of variety music (familiarization with genre and stylistic characteristics of variety compositions, the development principle of each single piece of music; the internal laws of the composition artistic imagery creation, consistency of structural construction, etc.) that enriches professional knowledge of teacher-musician, determining dynamic development of professional mobility of future teachers-musicians.

Involvement of students in syncretic forms of variety performing activities as another pedagogical terms of effective professional mobility formation presuppose activation of students' ability for multidimensional comprehension of musical and aesthetic phenomena of variety art, the use of polysyllabic forms of musical and performing activities and originality of creative and interpretative approaches; this greatly expands the range of aesthetic philosophy and music culture, interests and needs, emotional and aesthetic experiences, motivations and professional artistic and creative

improvement of students, conducing to energize the development of their artistic taste.

Stepwise formation of professional mobility of future specialist-musicians in the process of variety and performing activities is based on indicated pedagogical terms specified by the author's use of technology, which involves three interrelated stages: motivating, content-procedural, reflective and creative [5, p.126]. While students' taking a special "Professional mobility of a future teacher-musician" course, special attention was being paid to the need of focusing personal qualities of future specialist at enhancing the variety and performing activities and to identify the relationship and interdependence of all professional disciplines without any exceptions in the development of both variety and performing skills as well as their planning towards professional mobility. Such a focus of these stages has allowed students to test themselves as mobile specialists in the creation of their own and collective creative projects.

Evidence of the effectiveness of the professional mobility of future teacher-musician system was presented in the results of experimental research as well as academic and practical activities of students, which confirmed our assumption that the implementation of reasonable pedagogical terms and technologies of the professional mobility formation of future teacher-musician substantially stimulate development of domestic demand for professional mobility, commitment to professional growth, contribute to mastering of knowledge required for the formation of the indicated quality in teaching, developing flexibility, critical thinking, creative thinking of students, determination, persistence, independence, initiative and formation of practical skills of own professional development planning.

Comprehensive implementation and observance of the set of well-grounded pedagogical terms of professional mobility formation in the variety singing sector allow to create a conducive atmosphere of communication between teachers and students, develop a sustainable positive motivation for studying music disciplines, for professional growth, encourage the development of students' cognitive activity, improve the level of professional knowledge. Teacher carries out a responsible mission - he/she activates all spheres of the students' activities in professional disciplines classes, which harmonizes the development of future teacher-musician, and in particular his/her professional mobility.

The method of artistic and creative projects in the process of musical and performing training acquires a special meaning. The method is aimed

at identifying and forming of individual uniqueness of each student, musical and performing experience, independence, self-realization and self-expression in the forms of musical and performing arts; according to the specific musical and performing activities of a pedagogue, it as applied, for example, for designing (in the context of a specific topic) of the lesson, its content, provides possession of skills to implement integrative bonds, find and use interesting material, which enables the versatile and holistic cognition of artistic phenomena and concepts, promoting formation of professional mobility of the future teacher-musician in general.

The willingness to use their talents, the ability to move away from traditional methods, be in a state of constant searching for something new and interesting, understand the tastes of modern youth, actively support creative initiative indicated with: performing initiative in the course of working on a piece of music; desire to participate in the dynamic activities; ability to auditory self-control - are, in our opinion, the typical qualities inherent in a modern teacher-musician, that are the characteristics of his/her professional mobility.

The effectiveness of the proposed system of professional mobility formation in the variety singing sector has found its acknowledgment with the participation of the students of the Music sub-department of the Art Department of Kirovohrad Volodymyr Vynnychenko State Pedagogical University in a new creative project "Unexpected duets", aimed at the development of creative initiative, creativity in variety and performing activities; the ability to design scenic self-expression, set goals, plan actions; ability to find the best way out of difficult stage situations, assess realities and own vocal and stage possibilities; ability to implement the most appropriate means of chosen musical image; activity of self-expression in solving musical and creative tasks in the conventional and specially modeled (quasi-professional) conditions.

Professional mobility is manifested on two levels: as a specific form or type of activity, which allows to characterize a person as professionally mobile ("external" mobility), and as a whole of certain personal qualities of the person ("internal" mobility). In the process of the creative projects preparation, special attention was paid to creating of favorable micro-environment that would open a wide room for expression of individual aptitudes and needs of students, stimulate creative self-expression and self-realization, we used productive methods of artistic practice, variant artwork development, improvisation, artistic images creation that determine students' ability to think creatively, develop independence,

initiative and influence the development of activity-creative professional mobility component in the best way.

In the course of work on the specified project we have come to the conclusion about the expediency of increasing creative tasks to actualize the teacher-musician's ability to self-development. In the very process of such activities, a student becomes its entity, being able to self-evaluation, self-organization, which indicates his/her external mobility and has a positive impact on the development of such components as the desire for self-actualization, readiness for changes, cognitive activity, creative initiative, that indicate the level of internal mobility of the future specialist-musician.

Thus, variety and performing training of future teacher-musicians of the variety singing sector promotes the formation of their "external" professional mobility, characterizing a pedagogue as a subject of socio-pedagogical activity in the innovative educational activity, in the process of development and application of new studying forms, methodologies, technologies, in the implementation of educational innovations, participation in innovative projects realization; in mastering of the related musical and pedagogical professions and sectors of educational and variety and performing activity accomplished on the basis of the obtained basic musical and pedagogical education. The "internal" mobility of future teacher-musician is provided by openness, expressed in the search of something new, exceptional, ability to abandon stereotypes and patterns of perception of the reality and the work; activity that provides continuing commitment to the work ;adaptability as the ability to adapt effectively to changes in terms of professional and social activities; communicativeness as the ability to establish the necessary connection with a particular subject of social activities; creativity that provides creative attitude to the own professional growth planning.

References translated and transliterated

1. Horbenko O.B. Formuvannia muzychno-vykonavskoi kompetentnosti maibutnoho vchytelia muzyky v protsesi fakhovoi pidhotovky: avtoref. dys. na zdobuttia nauk. stupenia kand. ped. nauk: spets. 13.00.04 «Teoriya ta metodyka profesiynoyi osvity» [Formation of musical and performing competence of future music teachers in the process of professional training: abstract of the dissertation for scientific degree of candidate of pedagogical sciences in speciality 13.00.04 – Theory and method professional education.]/ Horbenko, Olena Borysivna; Kirovohrad

Volodymyr Vynnychenko State Pedagogical University. – Kirovograd, 2010. - 20p.

2. Griroriev V.Y. Nekotorye cherty pedahohicheskoi sistemy D. Oistrakha. /Muzykal'noe yspolnytel'stvo y pedahohyka. Sb. st. Sost. T. Haydamovych [Some features of the pedagogical system of David Oistrakh./ Musical performance and pedagogy. The collection of articles is edited by T.Gaidamovych] / V.Y. Grigoriev// “Chelovek. Kultura.Gorog”, 2007, №2 (42). – Moscow, 1991, P. 5-35.

3. Kushka Y.S. Metodyka navchannia spivu [Methods of teaching singing] / Kushka Yaroslav Stepanovych // The guide to the basics of vocal skills. – Navchalna knyha “Bohdan” Publishing House – Ternopil, 2013. – P.288

4. Rastryhina A.M. Spetsyfika otsiniuvannia fakhovykh dystsyplin u profesiini pidhotovtsi maybutnoho pedahoha-muzykanta / A.M.Rastryhina // materialy mizhnar. nauk.-prakt. konf., «Humanistychni oriientyry mystetskoi osvity» [Specific features of professional disciplines assessment in the course of professional training of future teacher-musician / A.M. Rastryhina] // materials of the international scholars conference “Humanistic orientation of arts education” – Kyiv, 2011 – P. 71-75

5. Yanenko O.A. Formuvannia profesiinoi mobilnosti maybutnoho pedahoha-muzykanta: dys. na zdobuttia nauk. stupenia kand. ped. nauk: spets. 13.00.04 «Teoriya ta metodyka profesiynoyi osvity» [Formation of future teacher-musician professional mobility: the dissertation for scientific degree of candidate of pedagogical sciences in speciality 13.00.04 – Theory and method professional education] // Yanenko, Oksana Andriivna; Kirovohrad Volodymyr Vynnychenko State Pedagogical University. – Kirovograd, 2013. - 294 p.

Yaschuk O.V.

PROFESSIONAL CULTURE OF A MODERN HEALTH CARE PROFESSIONAL AS A SCIENTIFIC PHENOMENON

Odessa, Ukraine

Abstract. *In connection with the reform and restructuring of the health system, and taking into account the trend toward dehumanization of medicine, it seems that the medical practitioner who is a true professional will be requested in the highest degree. Professional values that are being promoted by the media, are often antithetical to the*