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STUDENTS' SELF-GUIDED WORK AND EDUCATIONAL SELF-TRAINING IN THE PROJECTION OF THE DEVELOPMENT OF HIGHER PEDAGOGICAL EDUCATION SYSTEM

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Abstract. *Modern information society forms a new system of values in which acquisition of knowledge, abilities and skills is necessary but not a sufficient result of education. With this in mind there is set the task of updating the content of education by strengthening the practical orientation, but with keeping its fundamentality. One of the important components of the process of reforming higher education in the framework of modern music teacher training is organization and conducting of students' self-training for teaching practice.*

Keywords: *teaching practice, skills of self-guided work organization, self-cognition.*

A significant role in developing independence and activity is played by a teaching students general techniques of arranging their activities, which allows to make their self-guide work easier, to focus on the content of tasks, not on overcoming insignificant difficulties that arise during the work. These techniques and skills include the ability to process information independently and learn to interpret the instrumental or vocal works, the ability to efficiently plan their self-educational activities, analyze the problem, classify, compare, summarize and so on.

The process of professional pedagogical training in the system of general training of prospective teachers in certain areas was the subject of studies of V.Kuz, P. Husak, O. Dubaseniuk, V. Kraiewskii, M. Korets, A. Markova, O. Moroz, H.Padalka, O. Piekhota, N. Protasova, Ye. Rohov, V. Semychenko, V. Syrotiuk, S.Sysoieva, L. Sushchenko, M. Sheremet and others.

Theoretical and methodological justification of the process of general pedagogical training of prospective teachers is represented in the works of the authors (O. Abdulina, Yu. Bolotin, V. Bondar, I. Ziaziun, V. Lozova, V. Slastionina) and in the studies of A. Boiko, V. Buriak, V. Kraiewskii, A. Orlov, O. Shpak, A.Yaroshenko and others.

The results of scientific research give reason to believe that students' teaching is a critical component of a methodical training of prospective music teachers at higher educational institution. Despite scientists' developing of certain areas of professional pedagogical training of prospective teachers, the issues of students' theoretical training for different types of self-educational

activity remain unsolved, which, in its turn, justified *the aim of the given article*.

The analysis of scientists' research and practical experience of teachers reveals a number of shortcomings of organization of teaching practice at higher educational institution, the most common of them are: restrictions in the curriculum time devoted to practice, inadequate control over the teaching practice, which is often delegated to those insufficiently trained; shifting much of the work of teaching practice on school teachers with minimal participation of university teachers; focusing on the organizational aspect, rather than the content; inadequate methodological level of analyzing music lessons, during which the focus is on minor mistakes; insufficient attention to the development of student's individual methodical style, formation of his methodical competency.

However, the solution of problem issues in the framework of prospective music teacher training is complicated by the presence of the following reasons in today's practice:

1. Today, training of prospective music teachers is performed in the system of subject isolation that is clearly manifested in his practice. Students show positive results of individual elements of training, but they do not merge into a whole context of the lesson of musical art.

2. Students are not able to realize narrowly specialized knowledge and skills due to poor acquisition of methods of transmitting this knowledge to pupils.

3. Traditional approach to learning, which is narrowed to a formal memorizing information, learning it without proper understanding and personal attitude, synthesis, self-acquiring of knowledge, reflection leads to uncertainty, confusion in the practice.

4. Training of prospective teachers for pedagogical and practical activities largely depends on the organization and methodological support, goals and attitudes, requirements and criteria of methodologists and teachers' assessment practice teaching results. Meanwhile, organizers of teaching practice are not always ready to respond to the task today, to help solve problems faced by the student during the preparation or conducting of teaching practice, they act according to patterns, do not always contribute to the development of students' sustained interest in professional work, do not want to change their idea about the aims and objectives of prospective music teachers' practice today.

5. Determining ways to improve training and the reserves of improving prospective music teachers' training, teachers and methodists in some cases do not take into consideration the needs of school practice, often break the parallel character of implementing the components of the activity of music teacher at

secondary school, attracting more attention towards the concept of either “teacher”, or – “musician”.

6. The specifics of the structure of music teacher’s professional activity is determined by the necessity of close relationship of vocal, instrumental and performance, verbal and presentation, organizational and methodical skills. In practice, the unity of the complex of these components in number of cases is disrupted because of the advantage of one of the structural skills.

That is why teaching practice for the student and musician has always been a very difficult stage. One way of overcoming the difficulties on the way towards mastering practical professional competences is self-training for teaching practice that is based on a personal attitude, independent acquisition of knowledge, developing pedagogical position, readiness for creativity and self-cognition.

With this in mind, in our study, we draw attention to one of the types of students’ independent educational activity – self-training, the mechanisms of its construction and conditions of implementation. Selection, assessment, reevaluation, mental planning and rehearsing of learning situation, its projecting (training of internal theoretical operations) are components of organization of students’ self-training for teaching practice in the process of music education. It is a process of students’ self-training, during which they do not simply memorize information, but also become active participants in the process of finding out a solution of the problem, understand the sources of knowledge or concept’s emerging. In the process of such approach to self-training, students can easier understand the reasons of difficulties, assess the found out way to solve the problem; learn to compare it with previous experience. However, practice-oriented approach requires a substantial transformation or supplement of students’ existing knowledge on organization of self-training for teaching practice.

According to scientists, one of the most important conditions of improving the professional training of highly qualified specialists in the field of music education is “focus on the individual development of prospective music teacher”. The decisive factor of subjective nature, i.e. development of prospective teacher’s creative competency can and should be personal creative self-development the components of which, according to V. Andrieiev, are as follows: self-upbringing through motivation, regulation, implementation of personality traits; self-organization by means of organizing knowledge, skills and experience of algorithmic activity and the experience of creative activity; self-education and self-training through mastering pedagogical knowledge, professional skills, development of students’ gnostic independence and creative thinking; formation and development of creative competency; self-determination through initiation of suprasituational, search supranormative activity which provides creative self-realization in work and communication;

self-control and self-correction carried out by means of setting problems and objectives, selection of the activity criterion, self-assessment of results. Analysis of samples of teachers' personal creative self-development shows that the strategies of creative self-development are determined, on the one hand, by the needs for professional self-improvement, and on the other – by the extent of awareness and self-cognition of one's strong and weak professional and personal qualities [1, p. 143].

Thus, the humanistic model of education that is recognized today as fundamental, shifts the focus from cognitive (“knowledge-based”) component to personal one.

In this regard, it is an issue of elaborating personality-focused technologies used at all levels of education and teachers training that is crucial. Addressing these issues encourages teachers to focus on expanding the arsenal of students' abilities and skills, helps to go beyond the usual patterns of solving educational problems according to the given samples.

That is why today there is a search of new educational technologies in pedagogy, the idea of which is to move from explanation to understanding, from social control to development and self-control, from supervision to self-supervision and self-training, which are, in their turn, the components of students' self-guided educational work. In psychological and educational literature (V. Buriak, S. Veksler, V. Dalinher, V. Diachenko, P. Pidkasystyi, I. Podlasyi, M. Portnov, M. Skatkin, A.Uvarov, I. Unt, A. Usov et al.) the definition of “self-guide educational work” is not reduced to a single definition and is seen as a method; means; organizational form of learning; a means of engaging students into academic work, the characteristics of which is the presence of clearly stated objective; means of the organizing and conducting certain students' learning activity.

The study of teaching experience shows that one of the main features that marks the level of teachers' mastery is the ability to apply in work various kinds of independent work, which take into account students' cognitive capabilities. Organizing and conducting of self-guided work is related, according to the researchers, to a certain group of shortcomings: there is no system in the kinds of self-guided work organization, they are accidental in content, number, form; the level proposed autonomy does not meet the educational and cognitive abilities of the student; poorly pronounced individual approach to the selection of didactic support (teaching material, tasks, etc.); self-guided works are monotonous, their duration is not optimal for this group of students.

Scientists distinguish in didactic purposes 4 types of self-guided work:

1. Formation of students' abilities to find in external plane what is required, on the basis of a given activity algorithm and references to this activity which are included in the condition of the task.

2. Formation of knowledge-copies and knowledge, which allow to solve common tasks.

3. Formation of students' knowledge underlying a solution of atypical problems.

4. Creating conditions for creative activity.

One kind of self-guided educational activity (including self-guided work) is students' intentional self-training. Educational strategies determine the content and technology of the process of self-training. They characterize approximate and executive activity of students and consist of usual skills, which include formed methods of information processing, evaluation, control and regulation of their activity. The process of developing skills of self-training in students begins in the first year, continues throughout the study period and is formed during the teaching practice and preparation to it. Training actions and algorithms form relationships and stable combinations that arise when dealing with unknown educational task, allow to accept and understand the educational task, plan a course of its conducting, control, evaluate the results, choose a learning strategy.

In accordance with the procedural characteristics of educational activity students' learning strategies, according to scientists, can be divided into two groups: cognitive and metacognitive.

Cognitive strategies are: educational activities that they include are aimed at processing and mastering educational information; providing details (note-taking, the selection of examples, comparisons, establishing of interdisciplinary connections, use of additional literature, working out the conceptual apparatus etc.; organization (grouping by topic, establishing of classifications, tables, charts, resume writing, etc.).

Cognitive strategies are aimed at organizing and managing educational activities and include: planning (scheduling, logics of constructing the content, goal-setting, implementation of the goal, etc.); monitoring (evaluation of the answers to questions for self-control, use of theory in practice, writing theses on the topic, turn to other scientific sources, etc.); regulation (self-control, self-esteem, the use of additional resources, strong-willed regulation, a sequence of tasks performance, etc.).

Based on the foregoing, we affirm that students' self-guided work and the process of self-training are multilevel elements of students self-educational activities, which differ by didactic goals, the level of insight into the issues, the implementations of the ways of its solving.

Based on the differences, we characterize students self-training for teaching practice as the highest form of self-educational activity aimed at self-education and implies self-regulation, goal-setting and differentiation depending on the source and extent of management of student's motivation. Self-training within musical training process means students' preventive

self-guided work to provide the organization and success of musical and artistic interaction with pupils during teaching practice, carried out on the instructions and under the methodological guidance of teachers, but without his direct involvement.

Didactic nature of different types of self-educational activity is that it represents psychological and logical methods of organizing students' learning activity, which aims at solving specific educational problems. Self-educational activity corresponds with psycho-physiological and cognitive abilities of the student, and the degree of difficulty satisfies the principle of gradual transition from one level of autonomy to the other. Based on the scientific analysis we came to the **following conclusions**:

-for musical student teaching practice is a difficult stage. Self-training and self-guided work are one of the prospective teachers' ways to overcome the difficulties on the way to mastering practical professional competences;

- we understand students' self-guided work as an integral part of educational process that is linked to reproductive activity on reproducing the information on the different properties of the object under analysis. Students' self-training in musical and learning process stands for an important form of educational work associated with projection and formation of new knowledge when solving problems in unknown situations and conditions.

- process of musical students' self-training for teaching practice implies a number of skills, such as: individual work concerning search, preparation and combination of information and musical material; setting goals; organizing one's own work according to the timing of its implementation; a specific sequence of tasks performance; scheduling; volitional regulation; self-control and self-esteem, the ability to summarize, deepen and expand the theoretical knowledge and practical performance experience, ability to compare and evaluate one's professional competences, form personal attitude to pedagogical activity.

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