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Lo Chao

PEDAGOGICAL TECHNOLOGY OF PERSONIFICATION IN PROFESSIONAL VOCAL TRAINING OF PROSPECTIVE MUSIC TEACHERS

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Abstract. *The article is devoted to the issue of professional vocal and creative training of pedagogue and musician, capable of creative, innovative thinking and mastering effective latest pedagogical of realization of students' artistic and creative potential. One of these innovations is presented as pedagogical technology of personification based on individualized, personality-centred approach. The aim of the article is a theoretical justification of the efficiency of personality-centred methods of vocal performance and creative training of prospective music teachers based on the personification technology.*

Personification of education is seen as a pedagogical process, based on the idea of “impersonation” that is providing personality-centred sense to the

educational content and which represents an alternative to traditional adaptive educational technology based on priority of educational impact.

Keywords: *personification, personified interaction, subjectivity, dialogicality, self-development.*

Introduction. The peculiarity of pedagogue and musician professional activity is its complex interactive structure that involves not only educational, but also a performance functional components. It requires that prospective music teacher should master a range of pedagogical skills and develop a number of performance and creative qualities. It is well-known that the creative incentive function of artistic education, which is responsible for the formation of culturally developed, value-oriented, creative and motivated personality, is realized in the course of attracting an individual to the art and his involvement into the artistic and creative activity. In this regard, special importance is paid to vocal and performance musicians training because this type of artistic activity acquired the status of the leading one at music lessons in the school as the most traditional and natural for people kind of musical art.

It is the process of university performance and creative training of prospective pedagogues and vocalists that contributes to the development of these, since it stimulates the solution of creative problems associated with the choice of the strategy of teaching, artistic and performance interpretation of vocal works, contributes to the development of creative thinking and personal growth of future music teachers. However, traditional adaptive educational technology based on the priority of educational impact does not sufficiently facilitates the activation of psychological mechanisms of students' *self-control, reflection, self-motivation* in the process of artistic and creative activity.

On the other hand, vocal and educational activity is related to the search of optimal, individually designed methods of voice training for all learners considering their physiological, psychological and personality characteristics.

Thus, there is a need to integrate into vocal pedagogy innovative pedagogical technologies based on individualized, personal approach, those that stimulate the development of divergent *artistic and creative* thinking and prospective pedagogues vocalists' skills of *reflection and self-control*.

In this context, one of the promising individually oriented educational technologies is the personification of the educational process, whose mechanism of action is conditioned by activation of personal motivations of *self-regulation* and *self-improvement* and aims to develop individual and creative resources of the educational process. Thus, the integration of pedagogical technology of personification in the process of vocal performance and creative training of prospective music opens up new possibilities in terms of its individualization and personal orientation.

Short review of related publications. The issue of changing the priority of educational paradigm from subject and utilitarian to person-directed is extensively elaborated in the context of music pedagogy in the studies of S. Horbenko, O.M. Oleksiuk, O.M. Otich, H.M. Padalka, O. Rebrova, O.Rudnytska, V. Shulhina, A. Shcholokova et.al.

Also, the usage of personality-oriented educational technologies in the course of music teacher's vocal artistic and creative training is seen as relevant in the works of L.Vasylenko, V. Dalska, N. Ovcharenko, G. Panchenko, O. Plekhanova, I. Trifonov, Zhang Yanfen. Scientists, in particular, emphasize the need for the principle of individualized approach in defining strategies of vocal training of students in relation to differences in their natural inclinations (singing and musical possibilities – timbre, range, physical aptitude, voice endurance, poetic and musical memory, etc.), personal and psychological qualities (character, temperament, type of thinking, emotionality) [12, p.121].

As one of the advanced concepts, in whose framework the methods of optimization of the process of creative thinking, *self-control*, *self-motivation*, *reflection* and other professionally important personal qualities of the prospective teacher are developed, scientists consider innovative technology of personification. Its development in the philosophical, psychological and pedagogical contexts was worked out in the studies of E. Bolycheva, V. Hrachov, O. Kashyna, M. Klevtsova, V. Nesterenko, O. Popova and others. According to these studies, conceptual basis for the modernization of the educational process through its personification is anthropological, personality-centered approach, with accentuation on *subjectivity* as a principle of *self-determination* of individual's functioning in society.

Aim of the article: to theoretically justify the efficiency of personality-centred methods of vocal performance and creative training of prospective music teachers, based on the technology of personification.

Materials and methods. A commonly recognized context of the personification importance is impersonation, carrying signs of a person to inanimate beings. In previous studies we have already analyzed the phenomenon of personification as an artistic and technological method of studying history, culture and art, and the depicting of the artistic image [8]. To achieve the aim of this article, employing structural analysis we investigate the *pedagogical* context of personification, based on the idea of "impersonation" that is giving the personality sense to the content of education [1, 5, 6].

The issue of reorientation of the educational process towards its individualization and personality-orientation is becoming more and more urgent. In this regard, scientists pay their attention to such pedagogical technology as *personification*.

The concept of *personification of educational process* has been formed under the influence of *humanitarian personology* – a field of psychology

devoted to the holistic studying of personality [2, p.13]. V. Habdulkhakov in his monograph “Personification of professional training in higher educational establishment” defines personification of education as a current trend for all progressive educational community. Based on the experience of work in the University of Oxford the scholar points out that personification got there quite common and practical application, which resulted in the implementation of the “individualized, differentiated, personality-developmental, subject-oriented, engineering and constructive approaches” to the content and organization of educational process [2, p.10].

However, personification is not understood only as a process of individualization of educational paradigm, but also as a method that has the potential of formation of mechanisms of *self-improvement*, *self-motivation* to personal and professional growth.

In this context, the *personalized* approach is similar to the *acmeological* one, which is described in the study of additional professional education personification by T. Galkina, emphasizing that the implementation of educational technologies of personification to the educational process contributes to “individual and acmeological competences”, capacity for self-organization, self-determination and self-development [3, p.18].

In the context of the art pedagogy scientists also paid attention to the effectiveness of personality-oriented methods based on the principles of individualization and *subjection*. In particular, O. Rudnytska stresses out that according to the principles of personality-oriented pedagogy of high priority is to distinguish the subjective sense in the educational material, as opposed to traditional for adaptive pedagogy definition of objective values [11, p.13]. In this regard the importance of the formation of subject personality traits through the development of his identity as the *supersubject* result of educational process are emphasized

S. Horbenko as a *supersubject* result considers high level of the development of *humanistic competence* of the specialist of music education, which is determined by a degree of musician’s mastery of “humanistic oriented training technologies” [4, p.101].

Humanistically oriented technologies refer to methods that specify in details the nature of educational activities aimed at discovering the internal world of the subject of the educational process, the development of his personality, motivation of his desire of self-determination – readiness of the individual to take responsibility for their own development, to determine the purpose and ways of achieving it. From the point of view of O. Bolycheva, it is the realization of such principles of personalized learning as *subjectivity* and *dialogic interaction* that contributes to thee achievement of educational goals. To better understand their essence we should turn to the definition, according to which a person creates and adjusts fundamental individually and socially

significant qualities of his personality in the process of *personalized interaction* – “reproduction of his subjectivity in the world” in the system “individual - another individual”, which is conditioned by the subject's desire to be perceived and reflected in the perception of other subjects. [1]

In the pedagogical context the principle of *personalized interaction* is actualized in the process of educational communication between the teacher and the student and manifests itself, according to M. Klevtsova in the “inclusion of the learner into the process of dialogic interaction in determining the objectives, content, means, and assessment of learning results as equally significant subject” [6].

Regarding the process of vocal and pedagogical training of prospective music teachers, scientists state the importance of adherence to the principles of *personalized interaction*. In particular, as one of the conditions of the implementation of personality-centered approach to training prospective music teachers, N. Ovcharenko determines such type of specific interaction between teacher and students, where a lot of factors are taken into account – from the individual characteristics of students (personal, physiological and professional) to “teacher’s and student’s capacity to co-creation in the educational process” [10].

H. Panchenko points out to the importance of “providing sustainable positive motivation of music and creative activity and vocal training orientation on creativity according to student’s individual learning trajectory” [11]. This recommendation corresponds with another principle of personification technology – the principle of consent, which determines the respectful attitude towards the positions and dispositions of the participants of communication, alongside with creative interaction of its subjects [according to O.Bolycheva].

Such principles of personified interaction as *subjectiveness*, *dialogicality*, and the *principle of consent* are to intensify the mechanisms of student’s reflection, contribute to his creative activity and the development of personal qualities. The existence of *humanitarian dialogicality* is pointed out in the study of prospective music teachers’ vocal training by N. Ovcharenko. In particular, the scientists argues that *humanitarian dialogicality* is a form of intersubjective communication (including “the works of various arts”) [9]. In turn, the realization of *dialogicality* and *subjectivity* as the principles of personification of the educational process in the context of vocal and performance training of prospective future music teachers provides active participation of student in determining their own learning methods, selection of educational musical material, the strategy of artistic interpretation.

It is known that interpretation –pedagogical and performance – is an integral component of music teacher activity. The ability for the selection of vocal and pedagogical repertoire and determination of its educational and developmental potential is one of the leading professional qualities of the

prospective teacher-musician. The high efficiency of formation of these qualities in the process of students' independent work on performance and pedagogical interpretation of music works is emphasized in many musical and pedagogical studies [7, 9, 12].

Also, according to O. Kotliarevskaya interpretation is “the ideal product of individual consciousness”, where the aspect of subjective judgment plays a special role [7]. Besides, O. Bolycheva determines consideration of multisubjectivity displays as the variety of interpretations in terms of conditions for the implementation of such a principle of personification as the holographicality of knowledge [1].

At the same time, vocal and technical formation and development of the singing voice requires from a vocalist self-control and creative reflection caused by the necessity to monitor both psychological and physiological preconditions of the process of vocal technique formation. In this context, the possibilities of personified educational technology concerning the formation of significant for personality competences (in terms of O. Popova) such as *self-regulation*, *self-development*, personal and subject *reflection*, and competences of social interaction – adaptation, professional motivation, professional self-development gains particular significance in the context of the vocal and pedagogical training of prospective music teachers.

Thus, the technology of personification of educational process, implemented through personified interaction and based on the principles of *subjectivity*, *dialogicality* and *holographicality of knowledge* contributes to the development of professionally significant and personality-based competences of prospective professionals of music education.

Conclusions. To sum up the above-said, we'll note that the process of vocal and creative training of prospective music teachers, thanks to the inclusion of students-musicians into the activity related to the artistic and performance interpretation of vocal works, as well as with teaching individual-oriented methods of training the voice connected with the development of personal and creative qualities of prospective specialist in music education. Optimization of the process of formation of these qualities provides usage of personality-centered pedagogical techniques.

By means of the *method of structural analysis* in the course of study was found out that effective personality-centered pedagogical technology is the personification of the educational process, the essence of which is to enhance personal motivation mechanisms of self-regulation and self-improvement of the subjects of the educational process.

It is also determined that integration of technology of personification into the process of vocal performance and creative training of musicians takes place only on condition of the realization of the principles of *subjectivity*, *dialogicality*, *holographicality of knowledge* and broadens the range of options

of solving topical issues related to the formation of such personal qualities as creative *reflection*, *self-organization*, *self-motivation*. This process contributes to formation and effective development of performance and creative, educational and methodical professional competences of prospective specialist in music education such as *individual and acmeological*, *humanistic*.

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TO THE ISSUE OF PEDAGOGY OF THE CONCEPT

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Abstract. The article deals with the contents of such phenomena as concept and hermeneutics with regard to the philosophic, psychologic and pedagogic aspects.

The concern of hermeneutical approach is explained due to the question of achieving the objectives of education and training of a competent teacher. The principals of hermeneutical approach are under study. The author highlights the importance of dialogical interaction between the participants of pedagogical process.

Keywords: hermeneutics, hermeneutical approach, concept, pedagogical concept, dialogicality.