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ESSENCE AND SPECIFICS OF REFLECTIVE ABILITIES IN MUSIC TEACHER ACTIVITY

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Abstract. *The article deals with the specifics of reflective activity and reflective abilities of music teachers, as well as the significance of this phenomenon for effective educational activity in the field of music art. Reflection is considered as a necessary condition of self-development and professional self-formation in the process of his music training. The essence of music teacher reflective abilities as a personal and professional metaformation is defined.*

Keywords: *reflection, pedagogical reflection, reflective abilities, self-analysis, self-evaluation.*

The current stage of the society development is characterized by the dynamism of the socio-economic, scientific and technical, spiritual changes. It attracts significant attention to the field of education, which should be a medium for the formation of creative, active and adaptive personality able to develop successfully in the modern world. An important trend of the teacher development is actualization of self-control and self-esteem as the most important factors of his activity. Internal control and self-regulation in the course of activity stimulates the development of the prospective teacher ability to pay attention to his own inner world, which is inextricably linked with the emergence of interest to the reflection of one's activity in the process of evaluating oneself as a personality, a pedagogue, a musician. Thus, reflection becomes the basis of teacher's professional activity, since it contributes to the achievement of its maximum efficiency with the help of a creative approach, increasing awareness, active and subjective management of acquiring knowledge.

Reflection in pedagogical activity covers all types of activity. This is the process of subject's cognizing and understanding methods of activity, problems and their solutions, understanding emotional reactions and changes in the

process of educational and artistic communication, self-analysis and self-evaluation of the performance results. Moreover, the corrective effect of reflection allows a prospective specialist to build up individual, effective for him trajectories of personal and professional self-development.

Reflective personality abilities are important for many professions. This is especially true of professional activity in the system "person-art-person", since the absence of regulation, multi-optional character of the process of human communication with the art and through the art is difficult without the reflection of one's own actions. The urgency of the problem of reflection in music teacher activity is conditioned by emotional and imaginative, intonation and semantic nature of music art, which has a deep and extensive impact on the emotional and cognitive sphere of personality in the face of indefiniteness, variability of the educational process. It provides a unique opportunity for the development of different forms of both teachers and students' reflection.

The term "reflection" per se as multidisciplinary phenomenon has many interpretations. It originates from the late Latin word «*reflexio*», which means "looking back", "reflection". Initially, since the days of ancient philosophy (Socrates), the reflection has been studied in the field of philosophy, and it has attracted an active attention of psychologists from the middle of the twentieth century (A. Buzeman, H. Yemelin, V. Lefevr). Reflections in the pedagogical context were studied by such scientists as B. Wulfov, N. Gutkin, I. Zyazyun, G. Shchedrovitskyi, L. Khoruzhaya. The analysis of scientific publications revealed that teacher reflection is rethinking of the stereotypes of personal teaching experience, which allows us to consider the problems of reflection in the context of creative development issues (R. Granovskaya, S. Semyonov, D. Stepanova et al.). G. Yermakova shows in her study that the teacher reflection is problem and conflict based. G. Shchukina has developed a pedagogical structure of reflective activity, underlining its inherent goal-orientation and awareness. T. Yurova determined that pedagogical reflection, in particular that of the music teacher helps him to go beyond the profession limits and evaluate it in terms of cultural knowledge. A. Bizyaeva stresses out that only reflective music teacher can solve the problem of unconventional personality development [9].

The analysis of current publications proves the high relevance of the chosen problem, and shows that although reflection as a pedagogical issue is studied by scientists from different angles, the questions of the specificity of reflective abilities and their formation in the process of professional training of prospective teachers of music art has not yet been enough elaborated methodologically and methodically. Thus, the purpose of this article is to determine the essence and specifics of prospective music teacher's reflective abilities.

Pedagogical reflection of music teacher is considered by scientists as a

mechanism for personal and professional growth, as the immanent opportunity for the development of a unique author's pedagogical position, it appears objectively through the development of the complex unity of such personality traits as an ability to self-actualization, self-understanding, self-regulation, self-esteem, self-development.

According to the researchers, the process of prospective music art teachers professional training is aimed at the formation of a special type of thinking – artistic and imaginative; a special type of perception, combining the emotional and intellectual components, development of understanding, empathy and interpretation skills, a special type of experience – artistic experience (A. Khlebnikova), which is based on the artistic sense and imagination, auditory standards and which integrates auditory and motor, emotional and communicative formed in the process of conscious interaction with the works of music art (T. Grinchenko) [5]. The specifics of music art teacher professional activity is that it requires a combination of personal and professional qualities of the teacher and musician. In this connection, scientists consider pedagogical reflection of the music teacher in the context of the qualities that enable to realize educational goals and tasks related to the development of students personality, using spiritual experience, presented by music art. The music teacher with a pedagogical reflection is able to better understand the nature of the music art created by man and facing the man, filled with spiritual content, which he will be able to uncover for himself and his students by means of reflection.

In order to provide a harmonious combination of students logical and creative thinking development, as O. Rudneva points out, it is necessary that one should study the music not "outside", in the framework of the traditional scientific consciousness, but "inside", as an object that expresses "subjective and creative attitude of a man (composer) to the surrounding world in its artistic specifics" [6, P. 165]. This approach requires that contemporary music teacher should rethink not only the role and significance of his subject, but also the search for new and effective forms, methods and tools used in his educational activity. An important factor of these internal changes is a developed music art teacher's ability of reflection. As already mentioned, the level of professionalism of the music teacher, according to many scientists, is determined by a combination of internal and external factors, one of them being a reflection, with whose help his professional model is formed.

With regard to the specifics of music teacher reflection, T. Yurova points out that it lies in his ability to identify and understand the role and place of aesthetic cycle subjects, including music art, in the spiritual and moral development of student personality and formation of the culture of feelings, in the development of the ability to perceive, understand and love the art of music, in the development of creative thinking, the ability to create a reflective educational

environment, where student's personality self-development could be carried out on the basis of art [9]

Music teacher, being the subject of pedagogical reflection, conducts self-development in personal and professional directions, which allows him to determine his own professional pedagogical position at any given time based on retrospective, current and prospective analysis of his educational activity; to self-assess himself as a personality and specialist, which ultimately contributes to an increasing efficiency and quality of professional activity.

In addition, pedagogical reflection of music teacher has influence on the course of professional activity and is manifested in the ability to perceive the music text relying on the intonation and semantic model, and adequately reveal his emotional state, creating favorable conditions for the introduction of students into the world of music, as well as their understanding of their emotional states [3].

The generalized analysis of music art teachers allows to conclude that inadequate efficiency of their professional activity is largely conditioned by the low level of pedagogical reflection development, which is manifested in the following: inability to determine relevant educational goals and tasks, choose appropriate for them means and the ways of solution, to carry out self-analysis and self-evaluation of their activity on a personal and professional level, to develop their professional self-development strategy.

Thus, the change in nature of the music teacher activity depends on his personal changes in the process of reflective practice (i.e. in the process of acquiring the complex of relevant skills) and the transition to the position of developing reflective subject of education in the context of music pedagogy, which is characterized by a reflective acquiring of the tools of professional activity, pedagogical communication and the course of art comprehending. Formation of the music art teacher as a subject of pedagogical reflection turns into a strategic task, since teacher's mastering the ways of conducting reflective activity is a prerequisite for increasing its professionalism and the quality of music education in general.

N. Gutkina studied reflexive skills as a research act aimed at the personality's self-understanding as the subject of his activity. The act of self-examination, which is a reflection, allows you to explore one's inner world. [4] This activity is directly related to self-analysis, which allows the individual to form a system of knowledge about himself, the quality of his professional activity. Namely, the ability to effective self-analysis of one's experience is defined by scientists as an indicator of readiness of the prospective teachers to the professional activity [8; 10]. In the context of reflective abilities of music teachers, we consider self-analysis as a research activity of the prospective specialist of his inner world, mental processes and results of professional performance, which can provide his development as a specialist.

In the process of reflection of his professional, in particular, musical performance, the student continuously analyzes the process of his performance-embodiment of a musical work, paying attention to the extent to which his interpretation and selection of the means of music expression coincides with his personal experience and formed auditory standards, focusing all attention on the quality of the conversion of performing and auditory experience into musical and performing, musical and educational activity.

As a basis of self-analysis two interrelated activities can be considered: monitoring and self-esteem. Monitoring is usually interpreted in reference literature as a process of continuous observing any object, or tracking of a process to identify compliance with the required or expected results. Such scholars as F. Zeyer, O. Orlov emphasize that the main purpose of monitoring is not only the collection of information, but also the prediction and correction of the result, in this case - the student's professional development [7].

The ability of the prospective specialist to adequately carry out evaluation of himself as a personality and a professional in the cognitive, emotional, communicative, performing and interpretative aspects is a prerequisite of reflective activity of the prospective music teacher. According to B. Ananiev, self-esteem is one of the most versatile components of self-cognition, which allows an individual to cognize himself indirectly. The scientist emphasizes that it is self-evaluation and integration of situational images due to which a holistic image of person's "Self" is formed [2]. In the process of reflection, self-evaluation enables to critically evaluate one's actions, emotional background, as well as himself in a professional context – as a subject of musical and pedagogical activity, that is, one's abilities, acquired experience, competencies, etc. In this case, the objects of self-evaluation are the elements of musical and performing training, such as the accuracy and adequacy of the selection of performing and expressive means in the course of music interpretation, ways of artistic expression, the accuracy and appropriateness of performing movements, the adequacy of the choice of independent work methods.

Thus, in the course of reflective introspection student monitors the quality of his interpretation activity, monitors and compares the result with his performing and auditory experience, critically evaluates his activity and as a result builds a path of self-correction, both in real time and in the future. It is important to note that according to temporary characteristics reflection has different forms (I. Ladenko): for self-evaluation of the experience required retrospective form of reflection is required, which is responsible for identifying schemes and processes that occurred in the past; introspective reflection makes it possible to evaluate one's actions and states at present, prospective form of reflection enables revealing and correcting one's actions in the future, building a strategy of self-development [1].

Summarizing the above given definitions of the of the attributive

characteristics of reflective abilities and music art teacher reflective activity, we define reflective abilities of music teachers as personal and professional metaformation, which manifests itself in the possession of means of self-analysis and self-evaluation of professional activity results and provides self-corrective processes of the prospective teachers of music based on a critical analysis of comparing the results with the existing individual performing and teaching experience.

Conclusions. Thus, reflective abilities of music teachers are a complex integral formation, which is based on a critical self-analysis and self-assessment of one's activity on the basis of research monitoring functions. Formation of reflective abilities has a direct influence on the formation of professional identity of students as prospective teachers of music art and is an activating source of his self-correction in the field of musical and pedagogical activity. Acquiring reflective skills contributes to professional self-development and achieving the professional maturity by a specialist. Further study of this issue is going to be devoted to the elaboration of the methodological model of reflective abilities of music teachers and development of the system of pedagogical principles, conditions and methods effective for the formation of this phenomenon in the course of professional, in particular, musical and performing training of prospective music art teachers in pedagogical universities.

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THE METHODOLOGY OF SELF-DESIGNING OF PROFESSIONAL DEVELOPMENT OF FUTURE MUSIC TEACHERS

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Abstract. *The article considers the author's methodology of self-designing of professional development, which was introduced in the professional musical training of Master students at the Pedagogical University. The article defines the essence of self-designing of professional development. Methodical support is defined as the main strategy of self-designing of professional development. The article describes four phases of the author's methodology of self-designing of professional development, main methods and results of forming experiment.*

Keywords: *self-designing, the self-designing of professional development, methodical support of self-designing of professional development, professional music training of Master's students.*

In modern conditions strategic course of Ukrainian society on integration into the European space mobile, adaptive, creative and competitive professionals are needed for professional society. Education as a factor of the