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Novska Olena

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

development of the personality must meet the modern requirements and be able to improve the quality, upgrading existing educational programs and technologies of professional training of future specialists, including music teachers. Projecting educational technology has high developmental potential and allows the process of learning to transform education in personal self-activity and self-improvement factor (V. Bezrukov, V. Bepalko, A. Gennesaretskii, O. Zair-Bek, I. Kolesnikov, G. Muravyova, D. Novikov, A. Prykot, V. Slastonin et al.). Designing your own self-development acquires the features of permanence and identity whose main purpose is to create your own perfect professional image in the context of current social and cultural conditions.

Matters of self-designing as an effective means of self-identity are studied in scientific works of contemporary psychologists (A. Asmolov, V. Kleiman, A. Leontiev et al.) and teachers (J. Bech, C. Yelkanov, I. Zyazyun A. Kirsanov, O. Ostapchuk et al.). Scientists determine self-designing as productive technology that improves the quality of education through the formation of future professional ability to learn throughout life by ensuring constant creative and professional self-development and the ability to design their own future [3].

The mentioned issues are relevant and important in the context of professional training in the field of music (O. Andreiko, L. Archazhnykova, N. Guzy, N. Huralnyk, A. Kozyr, A. Oleksyuk, A. Otych, G. Padalka V. Orlov, A. Rostovskii, A. Hyzhna, A. Shchelokova et al.), especially in its final phase, including the Master`s degree in Pedagogical University (A. Yeremenko) [4]. However, creativity potential of self-designing professional development and self-improvement, not yet received implementation and adequate theoretical and methodological validity in the context of professional development of future teachers of music. The issue of self-designing of professional development of students in the musical training at Pedagogical Universities has not been the subject of special research that hasn`t yet meet the practical and theoretical significance.

The purpose of this article is the substantiation of the author's methodology of self-designing of professional development, which was introduced in the professional training of Master students in the musical training at the Pedagogical University.

Our research defines the content of "self-designing of professional development of Master`s students in the music education" as a personality-value, individual, integrated, creative and research activity, which provides the creation of the desired professional self-image and builds an individual path to achieve it. Self-designing ensures actualization of subject position on the professional self-development, productive and educational reflection and realization of creative potential. Structure of self-designing of professional

development of Master`s students includes motivational-volitional, cognitive-strategic, creative-active, reflexive-prognostic components [2].

Method of forming skills necessary for self-designing of professional development, was developed and tested experimentally in process of training Master`s students. It is based on four stages: conceptual, modeling, image, monitoring.

The methodology of self-designing of professional development of Master`s students based on pedagogical conditions and principles self-designing of professional development. Teaching abovementioned conditions are: motivation actualization of future professionals in music education for systematic professional self-development; Integration of Pedagogical coaching in the traditional system of artistic educational environment of Master`s students; axiologisation of professional self-determination of future teachers in educational and professional activities; providing acquisition of technological competence undergraduates on mastering professional development activities of self-designing.

The basic strategy of methodology of self-designing of professional development was the methodical support, which is a multifunctional, psychological and pedagogical interaction of Master`s students with teachers, that is aimed at optimizing of self-designing of professional development [1].

Methodical support of self-designing of professional development solves not only highly professional problems but universal ones: the formation of student`s attitude towards self-cognition and actualization of the idea of continuous professional development, information and technological support in the context of skills development of self-designing and understanding of its universal algorithm. Methodical support helps Master`s students analyze theoretical and methodological concepts of self-designing of professional development through research approach, and gain practical experience in implementing innovative mechanisms of self-designing.

Let us consider the stages of techniques of self-designing of professional development: conceptual, modeling, image, monitoring. The mentioned phases are considered as a system of sequential actions, each of which focuses on certain tasks and consists of certain steps towards the goal of self-designing. Each of the four stages of experimental techniques makes Master`s students work on projects with the help of methods and forms proposed by the author of work in terms of disciplines of professional training courses and extracurricular self-study. The presentation of these projects will become a result of each of the stages.

Each of these projects has been on the one hand, tuned to the formation, intensification and systematization of key professional competencies of students. Thus, the project provided its professional development. On the other hand, the project should help students learn the algorithm and technology of

self-designing of professional development and the development of skills and abilities that are components of this phenomenon. Creating of a project is this type of creativity that allows specifying the result as a mental model. Design has given students the opportunity to plan actions, beginning with the formation of ideas and ending with the achievement.

During the experimental work a method of group activity – coach-session – appeared to be the most appropriate. It was held once a week for 30 minutes, as part of lessons on discipline "The theory and methods of teaching music in high school"). The purpose of this form of classes was an educational management, aimed at stimulating student's activity, responsibility and creativity. These changes helped to plan the achievement of perfect professional's image in the field of music education. Regular coach-sessions during the school year were intended to update subjective position of Master's students in the context of their professional self-development and self-improvement that will ensure the ability to make the right choices, determining the optimal trajectory planning their own professional self-development.

The purpose of the *conceptual phase* determined: actualization of Master's subject-value attitude toward self-designing of professional development through awareness of their own responsibility for developing themselves as a perfect specialist - artist, teacher, researcher. Also, it was important to create the experience of Master's students in self-designing of professional development.

The main methods of conceptual phase were "Cartesian coordinates", SWOT-analysis, motivational training, project-information seminar. "Cartesian coordinates" is known as a method that aims to determine the intention of self-designing of professional development. This method stimulates enhancing of motivation to positive changes in the profession and mastering basic professional competence. SWOT-analysis was a method of self-diagnostics. During the SWOT-analysis Master's students determined the internal and external influence factors on the process of developing and achieving a perfect professional image. The mentioned methods are rapid techniques of psychological support of motivation actualization of professional development. They were introduced in the classes "The theory and methods of teaching music in high school", "The history of piano playing". Motivational training aimed to psychological support of student's intent on creating of their professional self-design.

The result of the conceptual phase forming experiment was the preparation and presentation of multimedia projects under the title "Extra-specialist". At the end of the first (conceptual) phase, students of the experimental group showed improvement of motivation for professional self-development, consolidating of positive attitudes to self-realization and self-improvement in the context of the chosen profession.

The purpose of the *modeling phase* was to create their own individual perfect professional image in the context of individual capabilities and professional achievements each of Master's student. Students were asked to apply some self-test methods and instructional tips for their conducting. Situational modeling method was aimed to deepening basic professional competencies through the creating of quasi-professional situations. Auditory modeling method was defined as a search creative method of analyzing musical interpretations and modeling of trajectories improving piano-playing block competences. It was aimed at the improving of playing and auditory reflection and methodological experience of Master's students. Forsyth teaching method consisted in the development of research and educational competencies. It was called to create new visual Forsyth models like: the model of improvement of some student's professional competence, the model of work on the music piece, understanding of its style, genre, features. The result of this phase was a project "The road map". It provided modeling of card which shows the way to achieve the desired self-image of specialist through specific scheme of building the trajectory of professional competence's improvement.

The purpose of the *image phase* were identified as forming of individual professional image, student's awareness of their professional prospects in the context of the labor market. At this phase, students used creative and analytical methods. For example, a method of video-surveillance, aimed to develop student's piano-playing and pedagogical reflection. In addition, it was about formation of adequate professional competencies self-assessment. The method of synectic interpretation was useful as a method of creative and performing interpretation and methodological and technological learning of a musical piece. This work was based on the lateral (nonstandard) thinking that helped actualize new creative level of musical thinking. The method of competitive self-presentation was implemented in process of creating the image project "The image of success". This kind of project involves Master's self-demonstrating as a successful professional in the context of that type of professional activity, which is considered by Master's student as the most promising and desired.

The purpose of the *monitoring phase* was observation and evaluation of self-designing dynamics, efficiency analysis used individual trajectories of achievement perfect professional image, deepening reflexive and interpretative competence. The method of piano playing and auditory reflection was implemented by the example of the performing and creative seminar on the issue of auditory control of pedaling in musical pieces. The method of creating a multimedia portfolio held as preparation of the project "Specialist-Online", which includes a presentation and analysis of monitoring results received during the self-designing process and all materials obtained during the forming experiment. The purpose of project "Specialist-online" was to track all individual results of professional development each of Master's students.

Presentation of the project "Specialist-Online" was held in the form of a brief analysis of the self-designing of professional development during all four phases. It demonstrated the most "illustrative" moments. Each student's Portfolio was published on a specially created page on the social network. Profiles format allowed to manage easily with their own content and to refill it with new artifacts, to analyze built professional trajectory, to monitor the content of other authors of the project, to participate in discussions in the form of free access.

The effectiveness test of the experimental work carried out on the basis of comparative analysis of student's levels of self-designing in the control and experimental groups. The increase took place as the result of introduction of the author's technique into the process of music education of Master's students. Indicators of positive dynamics in numbers are reflected in the table 1.

Table 1.

Dynamics of self-designing of professional development of Master's students

Levels of self-designing	Experimental group			Control group		
	1 test	2 test	Change	1 test	2 test	Change
Situational (sufficient)	32,5%	7,5%	-25%	33,75%	22,5%	-13,75%
Search (medium)	52,5%	40%	-12,5%	51,25%	57,5%	+6,25%
Creative (high)	15%	52,5%	+37,5%	15%	20%	+5%

Conclusions. As a result of theoretical and empirical study of the phenomenon self-designing of professional development of Master's students it was developed the author's methodology self-designing of professional development. The practical test proposed methods was held during forming experiment consisted of four stages: conceptual, modeling, image, monitoring. Implementation of the methodological support during every step of the experiment provided purposeful development of criteria of self-designing. The quantitative results of the experiment confirmed that developed method is an effective way of self-designing of professional development in the professional musical training of Master students at the Pedagogical University.

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FORMATION OF PROFESSIONAL COMPETENCE OF FUTURE TEACHERS AT HIGHER EDUCATIONAL INSTITUTIONS

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Abstract. *This article considers the ways of professional competence formation of future teachers as modern schools require qualified teachers who would constantly look for the most effective ways and means of training, education and formation of citizens able to contribute to the spiritual revival of Ukraine.*

It has been proved that the acquisition of professional competence by the future teachers means that professional knowledge is formed simultaneously at all levels: methodological, theoretical, methodological and technological.

Keywords: *competence, formation of professional competence, future teachers, innovative teaching activity.*

The relevance of research. The problem of professional competence of teachers, their professionalism and skills in today's society has become a very big deal, especially considering the current social transformation, changing the educational paradigm due to the new law "On Education", which has to initiate the reform of the Ukrainian education and thus to make influence on all the