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THE ESSENCE OF THE METHODOLOGICAL COMPETENCY OF PROSPECTIVE MUSICAL ART TEACHERS

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Abstract. *The article considers the problem of forming prospective music teachers' methodical competency. The level of the elaboration of the issue in the Ukrainian and foreign academic circles is revealed. The comparative analysis of the concepts of "competence" and "competency" is carried out. Methodical competency of prospective music teacher is defined as a systemic individual formation, which manifests itself in the ability to organize and implement the process of musical teaching students at the level of modern artistic and educational requirements, to successfully solve methodological problems, self-realize and self-improve.*

Keywords: *competence, competency, competent, methods of musical education, prospective music teacher, methodical competency.*

Intense pace of change in today's world, the emergence of a global informational society, the formation of a unified European educational space in the conditions of the Bologna declaration put forward new requirements for training specialists to the higher education system including those in the field of artistic education. Ukrainian musical and pedagogical higher education institutions today face the challenge of solving problems of the transition to a competency-oriented educational system, meeting the requirements of the Concept of Education Development until 2025 and the Strategy of Reforming higher education until 2020. In particular, these documents stress out that education should form individuals capable of providing an accelerated economical growth and cultural development of the country; conscious, socially active citizens who are competitive on the European and global labor markets.

This improvement of higher education based on competency actualizes the search for effective ways to achieve the new goal of the educational process, including music, – formation of a competent professional by means of developing his professional competences.

Despite the considerable changes taken place in higher education – the transition to a multi-level system of education, introduction of new standards for special education, scientific understanding of the competence model of higher education – at the current stage there is still a number of unsolved problems. Among them are: the lack of scientific and theoretical basis of competency paradigm of education in each field or specialty (for instance, in the field of art education); the use in the educational process of the forms, methods and means, which do not correspond to the updated content; the presence of the leading

position of the teacher, based on monologic presentation of educational material and student's passive position in his educational activities organization. In this regard, we consider the solution of the issue of effective ways of implementing competency approach in the educational practice of universities, including the musical and pedagogical universities to be *topical*.

In pedagogy, there are a number of works devoted to the study of the concepts of "competence", "competency" and "professional competency" as the leading categories of competency approach, including the works of such foreign scientists as I. Agapov, A. Verbitskiy, M. Golovan, V. Guzeyev, Zh. Delor, I. Zimnyaya, V. Zimin, V. Kozyrev, N. Kuzmina, L. Mitina, G. Selevko, A. Khutorskiy, S. Shishov et al., and Ukrainian scientists: A. Gura, Ya. Kodliuk, A. Komyshan, V. Luhovoi, A. Ovcharuk, N. Pobirchenko, T. Sorochan, M. Stepko, K. Khudarkovskiy et al.

In the field of art education foreign researchers studied some aspects of professional competency: I. Rakhimbayeva studied professional and pedagogical competency of the music teacher; Ye. Sizova – the professional competency of music specialist; O. Grebenyuk – formation of professional competency of prospective music teacher of in the course of studying pedagogical disciplines; Zh. Karmazina – the problem of artistic self-education of music teacher as a condition for the development of his professional competency; O. Gribkova – formation of professional competency of students in choral and conducting training; N. Vasilyeva – the formation of musical and performance competence of prospective music teacher. Similar problems are studied by modern Ukrainian pedagogues as well, in particular, A. Bolgarskiy studies the formation of professional prospective music teacher competency of in the course of performance activity; O. Shcholokova – the problem of the introduction of competency-based approach into music teacher educational activity; S. Grozan – the question of competences in music education; B. Yurchak – music and theoretical competencies of future specialists; L. Kostenko and L. Shumskaya develop competence-oriented model of teacher and choirmaster vocational training etc.

Among Ukrainian scientists studying the issues of the formation of prospective music teachers' methodical competence it is worth to single out T. Bodrova, E. Pecherskaya, Ye. Provorova, A. Rostovskiy, A. Rudnitskaya, N. Tsyulyupa et al. Studies of these scientists cover the problems of optimizing methodical training of art and pedagogical universities students.

So, the problem of forming methodical competency of prospective music teachers are intensively studied, but it should be noted that there is still a need for clarifying the definition of the essence of this phenomenon, which we shall consider the purpose of this article.

Defining the essence of methodical competency of prospective teachers of musical art requires the interpretation of the terms "competence" and

“competency”.

The Explanatory Dictionary by Ozhegov provides the following definition of the concept of “competence” – it is a range of issues of which someone is well aware; someone’s powers, rights range [8]. In the dictionary of foreign words, this term is interpreted as a range of powers of some institution or person; range of issues in which the person has the knowledge, experience. The concept of “competence” (ibid) – as the possession of knowledge to judge of anything, give weighty, authoritative opinion [13]. The interpretation of the term “competent” (Latin *competens* (*competentis*) – appropriate, capable) is given in various dictionaries as follows. It is: 1) the one who possesses sufficient knowledge in a particular area, very familiar, intelligent; has in-depth knowledge, skills; 2) one who has certain powers, sovereign. That is, to be competent in something – is to be able to mobilize in this situation, obtained knowledge and experience.

Analyzing different approaches of scientists to the definition of the terms “competence” and “competency” we can conclude that some authors freely replace them, but the majority of scientists stick to the opinion that they are different.

A. Verbitskiy understands competence as a system of values and personal qualities, knowledge, skills and abilities of a man, providing his readiness for competency-based implementation of professional activity, and “competency” is understood as implemented in practiced competence [12, p. 32]. Yu. Tatur adds to the area of competence a possession of a sum of competences in various fields of activity [9, p. 22]. This point of view is very important for our research, because it allows, according to special competences of prospective music teachers, to determine the nature of their methodical competency.

According to V. Kalinin competency is broader concept that characterizes and defines the level of person’s professionalism contributing to the achievements by means of acquisition of the necessary competences that constitute the purpose of professional training [4, p. 8]. M. Golovan does not agree with him arguing that the term “competence” is associated with the content of the sphere of activity, and “competency” always concerns a person, characterizes the ability to perform a certain job with a good quality. These concepts “are in different planes” [2, p. 230]. A.Kuchai notes that competency is possession of a certain competence; it covers person’s attitude toward itself and the subject of activity. The researcher points out that although the concept of competence and competency are distinguished when being defined, together they reflect the integrity and integration essence of both a result of education, and the result of human activity [5, p. 45].

Comparing the concepts of “competence” and “competency” along with the majority of scientists, we argue that it is necessary to differentiate them.

Competence is determined by a specific organization, educational institution, the state as a predetermined requirement for knowledge and skills, which individuals should have to be successful within the areas where this activity will be carried out. Competency, in turn, is an achievement of the very individual, determines the quality of the knowledge and skills acquisition, as well as their usage carrying out certain activity. Competence is linked to a specific activity, while competency – with the individual, his inner qualities and abilities. Competence is directly related to competency, as it specifically defines the predetermined range of issues in the sphere of activity, which should be familiar to the individual. In other words, competence is a specific set of knowledge, skills; and competency is a quality characteristic of their acquisition, which is manifested in the course of practice.

European experts offer the following structure of competency: knowledge; cognitive skills, practical skills; attitudes; emotions; values and ethics; motivation. Based on the fact that competency is a complex form, most researchers single out certain areas and groups in this pedagogical phenomenon. Furthermore, given the existing division of the content of education in general (for all subjects), interdisciplinary (for a cycle of subjects or educational areas) and subject (for each discipline) blocks, scientists distinguish the hierarchy of the relevant competences, which consists of: core competences (refer to the general content of education) and common subject competences (with a specific description and the possibility of formation in academic disciplines).

A somewhat different approach to the classification of competences is suggested by the Ukrainian scientists. In particular, they distinguish: core competences (general competences needed for social and productive activity); basic (in a particular professional area); professional (to conduct a specific action, to solve a particular problem or professional problems).

N. Kuzmina argues that the basic elements of professional competency of prospective specialist are: special competency (in the disciplines that are taught); socio-psychological (in the field of communication processes); differential and psychological (in the field of motivation, abilities, orientation); autopsychological (in the field of strengths and weaknesses of the individual's activity); methodical (in the field of methods of forming knowledge, skills and abilities) [6].

Let us consider a more specific examination of methodical competency of the prospective specialists, in particular – prospective music teachers.

Methods of specific discipline is an area of pedagogical science, which examines the content of the subject and the nature of the educational process: it contributes to students' acquisition of the necessary knowledge and skills, develops thinking, forms the outlook. The content of these methods, according to S.Goncharenko, is based on the three components: what for to teach? what to teach? how to teach? [3].

Among the special subjects taught in the musical and pedagogical faculties, a special place occupies the course “Methods of musical education”. Its aim is to attract students to the most appropriate ways and techniques of organizing various kinds of musical activity of school-age children. The contents are: the study of the history of the methods; consideration of cognitive and educational value of musical art; the scientific rationale and the quality of programs, manuals, books; elaborating methods and organizational forms of training appropriate to the objectives and content; determining professional requirements to the music teachers activity.

We emphasize that the university course of musical training techniques is not limited only to the coverage of narrow practical issues, outlining specific recommendations for solving certain tasks, even though it occupies a significant place there. This is a course of professional interpretation of psychological, pedagogical and musical knowledge. Its main task is to create the fundamental theoretical bases of music teacher’s activity, necessary for his further self-education and improvement of pedagogical skills.

Methodical training of the prospective music teachers is considered by T. Bodrova in her research from the point of view of praxeological approach and understand it as a system built into the common professional context of musical training, which develops in a productive direction according to the content, forms, methods and means of teaching. According to the researcher, methodical competency is the result of a complex of educational instruments in the system “teacher - student – pupils” aimed at forming methodical knowledge, skills, axiological attitudes and personal qualities of prospective specialists [1].

L. Tieriaieva believes that methodical competency of the prospective music teacher is an integral quality of the person having methodical knowledge, skills of monitoring and analyzing the educational process, assessing the quality of knowledge to achieve the goal, seeking new ways and more effective teaching methods, knowing with confidence modern innovative methods and technologies and introducing them into the educational process [10, p. 182].

N. Tsiuliupa considers methodical competency of musical and pedagogical faculties students as an integrated education in which the system of professional knowledge and skills, together with personal qualities becomes the source of effective professional activity. According to the scholar, this multi-level dynamic system is organized on the principle of unity of the general and the particular, governed by objective (social) and subjective (psychological) factors and its content gets individual originality, uniqueness of each learning situation [11].

Having analyzed the definitions of prospective music teachers’ methodical competency given above, it can be concluded that this phenomenon is a system of knowledge, skills and artistic and practical experience, along with

the availability of students' advanced common, pedagogical, musical and interpretive abilities.

Conclusions. Methodical competency of prospective music teachers is understood as a system-like personal formation, which manifests itself in having the abilities to organize and conduct the process of teaching students music at the level of modern artistic and educational requirements, successful solution of methodical problems, self-realization and self-improvement.

The study of the problems of competence and competency do not give a complete picture of the nature of these categories, so scientists around the world continue to study their types and components. The process of classification and systematization of the given phenomena like the process of disclosure of the concept "methodical competency of the prospective music teacher" has not finished yet. Also the question of determining the component structure of methodical competency of students of musical and pedagogical faculties' students requires a thorough study.

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TRANSLATION AND TRAINING OF THE PROFESSIONAL SKILLS OF FUTURE LAWYERS

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Abstract. *The article is devoted to the formation of the translating or interpreting the English texts as the professional ability of the future legists or international lawyers. It is shown the problems of training the lawyers' skills to translate during the process of learning foreign language which is connected with the developing lawyers' professional ability.*