

Музыкально-образовательная деятельность учителя музыки предполагает использование пассивных (слушание музыки) и активных (вокалотерапия, логоритмика, дыхательная терапия, инструментальное музицирование, фольклорная музыкотерапия, музыкальная импровизация, музыкорисование и др.) методов музыкотерапии. При этом можно использовать такие формы занятий, как игра, музыкальное путешествие, урок-сказка, музыкальная гостиная, театрализованные представления и др.

Исходя из задач педагогической музыкотерапии, следует обращать особое внимание на создание эмоционально-положительного микроклимата, способствующего созданию эмоционального комфорта для учащихся.

Таким образом, повышение качества школьного образования и реализация его оздоровительной функции обуславливают необходимость концентрировать внимание учителя музыки на возможностях музыкотерапии. Музыкотерапия представляет собой совокупность приемов и методов, направленных на расширение и обогащение спектра переживаний и формирования такого мировоззрения, которое поможет ученику быть здоровым и счастливым.

Использование средств музыкотерапии в педагогической и коррекционной работе требует от учителя музыки определенного комплекса знаний, как в области музыкального искусства, так и в области медицины, психологии и современной психотерапии. Роль таких знаний возрастает ввиду того, что прежний учитель-музыкант уже не может решать поставленные им воспитательные задачи, связанные с сохранением и укреплением здоровья учащихся, если он не владеет соответствующей методикой.

Будущее музыкотерапии усматривается в завоевании своего достойного места как одного из самых мощных средств помощи человеку, установлении гармонии в его физическом и психическом мире.

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## **IMPORTANCE OF FUTURE TEACHERS' INFORMATION COMPETENCE FORMATION IN THE PROCESS OF PROFESSIONAL EDUCATION**

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The process of informatization is considered in modern world to be one of the leading ways of modernizing the system of secondary, vocational and higher education. In this regard, there is need for the formation of information competence of future teachers. According to standards «Information Literacy Competency Standards for Higher Education» information competence is related to the skills to obtain the necessary information, to conduct effective and efficient access of it, to critically evaluate information and the sources of its income [2]. The study of Information Literacy of State University California "Information

competence at the University of California" indicates that a very important skill is the ability to use the information in combination with previous knowledge, aware of the economic, legal, social and ethical principles, and perform outreach activities through traditional and innovative new technologies [1].

The theoretical analysis of the sources on the issue of information competence of future specialists formation shows that many scholars research it in different aspects: the analysis of methodological foundations of modern philosophy of education (V. Kremen, I. Zyazyun); professional training in high school (A. Aleksyuk, V. Bondar, V. Oliynyk); the study of information technology in the educational process of high school (R. Gurevich, V. Kukharenko, P. Stefanenko); introduction of computer technologies in educational process of high school (A. Verlan, M. Kademiya).

Despite the considerable attention of scientists to the problem of information competence formation of future teachers remain unexplored in a number of important theory and practice training issues, namely: information competence formation of future teachers from the standpoint of modern concepts of education remains insufficiently highlighted; specific information competence of future teachers of philology formation has not been researched yet; research and pedagogical conditions of effective formation of information competence of future teachers of philology is required. Therefore there is a need to develop scientifically based theoretical principles and methods of information competence of future teachers of philology formation, which would organically link with the process of training future professionals in the universities.

The analysis of the theoretical sources and practical experience of the problem shows that information competence of future teachers of philology formation has not become the priority in the educational process of universities in terms of the information society; there is no motivation to form this characteristics of teachers in philology and as well as there is lack of purposeful university lecturers work in this direction.

The survey of the students of the Foreign Languages Faculty of Vinnytsia State Pedagogical University named after Mykhailo Kotsiubynskyi shows that 95% of the students spend up to 40 hours a week online, but the main aim of it is to communicate with friends and family; only 25% of the students know the basic computer terms such as winchester, input and output devices, know the difference between bites, megabytes and gigabytes; 56% of the respondent answered that they have never used the additional search options of the search engine Google, whereas 95% of the respondents use search engine Google to find some information which is mostly some content which is used by them as a whole issue without any edition; 75% of the students consider Wiki to be the main source of information and have never heard of the fact that they can create there own Wiki page online.

These facts result in the conclusion that the level of information competence is rather low due to many reasons. Firstly, the subject of IT is hardly studied at schools because of computers and good specialists lack. Secondly, information competence includes: information literary, computer literacy, computer culture, information communication technologies, which altogether form a harmonic informationally competent personality. It means that all the mentioned above elements of information competence should be taught at school and then later on improved and updated at the high school institution. Thirdly, most of the students are not motivated to use the modern technologies as means of self-education and tools of education in general.

The analysis of the foreign countries experience (the USA, Great Britain, Germany, Finland) well-developed information competence can provide a pedagogical professional provide with the abilities of efficient searching, structuring information, its adaptation to the peculiarities of educational process and teaching requirements, means of educational issues formulation and communication, qualified work with various information resources,

professional tools, ready software and methodical complexes, allowing to design pedagogical issues and practical problems solutions; regular independent cognitive activity, readiness to conduct distance education activities, the use of computer and multimedia technology, digital educational resources in education, managing all the documentation of the institution in with the help of different electronic means and tools.

It is obvious that the need to study the problem of information competence of future teachers of philology formation in the process of training is based on the contradictions between the practical need of society for highly qualified specialists, philologists and lack basic research ways of forming this phenomenon; the real level of information competence of future teachers-philologists and qualification requirements for it; the rapid growth of information and inability of its future teacher to choose for professional activities; constant extension of common information space in the professional activity and insufficient formation of information competence of future teachers of philology; objectively existing needs of modern society in shaping the personality of a teacher with a high level of information competence and character of the traditional system of higher education, which does not allow to provide a high level quality of its the formation.

Thus, it is necessary to form information competence of the future philological teaches. Information competence plays an important role for professionals in philology because it provides them with the access to the world of knowledge and culture of the foreign countries; simulation and visualization of the processes which are difficult to demonstrate in reality that certainly can improve future teachers understanding of basic concepts of the fundamental subjects; knowledge broadcast, elaborated by humanity to each user in the common information space (that ensures mutual exchange of professional experience); unlimited creative freedom, which is a guarantee of high professional qualifications of the teacher; free formation of the future teacher's own outlook, the ability to compare it with the outlook of others; development of humanitarian directed training; the formation of the future teacher qualities and abilities of a patriot and internationalist, who respects the culture of the peoples of other countries, tolerant to their diversity; distribution of the home and distance learning forms; adaptation of the personality of a future teacher to the dynamically changing conditions of economic life functioning in general.

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## **ИСПОЛЬЗОВАНИЯ ДОПОЛНЕННОЙ РЕАЛЬНОСТИ В ОБРАЗОВАНИИ**

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Современные учащиеся практически ни на минуту не выпускают своё мобильное устройство из рук. Наибольшее количество времени ребенок проводит в социальных сетях или играет в игры польза, которых весьма сомнительна. Многие утверждают, что нужно ограждать ребенка от мобильных устройств, но моё мнение: если наши дети не будут развиваться в техническом плане, они будут не конкурентно способны на рынке труда. Ведь за технологиями будущее.

Сегодня в наших руках находится источник знаний всего человечества и, если мы сможем правильно обучить наших детей пользоваться этими знаниями, мы обеспечим