

Conclusion. Thus, the professionalism of a teacher is to continuously improve his knowledge. Self-education of the teacher promotes: to increase the quality of teaching of a subject, discipline; professional and career growth; implementation of new pedagogical technologies in educational process; creation of image of the modern teacher-innovator; conformity to requirements of society and the state; development of pedagogical creativity.

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TEACHER-STUDENT INTERACTION IN BRASS LESSONS

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The educator should strive to include learners in the process of active participation in the pedagogical process. This is determined not only by the teacher's skill and experience, but also by a number of objective factors that require a considerable period of time. It is also necessary to constantly and persistently shape the student's need for acquiring knowledge, skills, and interest in the content of the learning activity.

The aim of research consists in consideration of features of interaction of the teacher and the student during training on wind instruments.

Material and methods. Scientific literature sources served as the material of the article. The following research methods were used: analysis, generalization, systematization.

Results and discussion. Interaction of a teacher and a student is especially important in the initial period of training, when the student is open, first of all, to emotional perception of the world and a teacher has to deal with issues of instrumental technology: staging an embouchure and breath, learning fingering, development of a steady sound production. A student who is not physically strong can quickly become fatigued. In such a case the individual skill of the teacher is decisive. The teacher shall prepare the student that the first stage of learning is the most difficult and uninteresting, and the form of the lesson shall be chosen so that the difficult and uninteresting theoretical and methodological information is exciting, uncomplicated and memorable for the student [1].

The teacher needs to manage the pupil's pace of progression and development; therefore, the pieces studied should be challenging enough to mobilise the pupil's will, attention and intellect to overcome manageable difficulties. Prolonged study of a single material, without the inclusion of new technical and artistic challenges, reduces the interest and emotionality of the piece. For the beginner, this principle of repetition of material in large quantities is detrimental, because the muscles of the student quickly tire, and the student makes a lot of technical mistakes, fixing them by repeating them.

At the same time, observing the didactic principle of accessibility and consistency in teaching requires the teacher to be careful to ensure that the pupil is given only a manageable number of tasks. Otherwise the child may experience considerable mental and physical stress and, as a consequence, negative emotions may arise.

In order to maintain the pupil's interest in the lessons, the teacher should look for new individual forms of work, revise the teaching repertoire and adjust the pre-planned individual

plan. Because the correct choice of repertoire is one of the effective means of influence on the musical development of the pupil [2].

Musician-teacher is advisable to reduce the explanation to a minimum of specific methodological tasks, which are paramount at this stage of work. For example, lip positioning is a very important moment in laying the professional foundation of a brass player. Until the muscles of the lips are stronger, the student naturally looks for a "more comfortable" and "easier" mouthpiece position, making a number of unavoidable mistakes in the process. By emphasizing the techniques of rational lip positioning, the teacher develops in the student a conscious attitude towards self-monitoring techniques. V.V. Berezin notes: "At this time, other deficiencies, without falling out of the mentor's field of vision, as if they were on the back burner, not distracting the student's attention to "secondary" tasks, which are bound to be solved, but in a subsequent stage of the class" [3].

Teachers use the following techniques and methods in the practice of music education with students:

- visual-illustrative method, based on direct demonstration on the instrument of playing techniques;
- verbal method, which is used in conjunction with the visual-illustrative method and is associated with the explanation of certain laws of art;
- the method of action "according to the example", this method serves to guide the teacher with the pupil in the performing process;
- artistic-heuristic (search) method connected with the search of an individual playing method depending on the pupil's capabilities.

The means of art-pedagogical activity at lessons can be a variety of forms of direct communication and interaction with students, so that the student is not an object undergoing training, but a personality striving for self-development in cooperation with the teacher and other students.

In order to implement the student's personal growth, the teacher should make him/her feel the ethical dignity of an artist, his/her duties, responsibilities and rights, develop his/her imagination with successful metaphors, poetic images, analogies with the phenomena of nature and life, especially soul and emotional life, develop in him/her love of other arts, especially poetry, painting and architecture [4].

Conclusion. Thus, when teaching wind instruments, it is impossible to talk about purposeful methods and ways of influence on the personality of the student, without having objective information about his character and physiological features. Therefore, the teacher should be a musician of a broad profile, able to flexibly combine the development of sensory, cognitive, creative abilities, performing skills in a single system of methods and didactic techniques of training.

The teacher-student interaction is one of the most important topics for further research. The professionalism of the teacher is revealed in the fact that he should develop, know and apply innovative technologies, as well as methods of organisation of educational process in order to achieve maximum result in work with students.

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