

THE MAIN DIRECTIONS AND CONTENT OF MUSIC AND PEDAGOGICAL EDUCATION

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The analysis of the development of music education in Belarus allows, taking into account extensive experience, to evaluate it from the point of view of modernity. Musical education is an important component of the musical culture of society, acts as a necessary prerequisite for musical art, ensures the transfer of accumulated musical experience.

The purpose of the article is to identify the main directions and content of higher music pedagogical education.

Material and methods. Theoretical methods were used: analysis of scientific sources, synthesis, concretization.

Results and their discussion. Musical and pedagogical education at the present stage is considered as a system that combines musical education, training and development. The scientific and methodological literature presented for study today examines the existing achievements in the field of musical and pedagogical research, as well as various educational methods of the pre-revolutionary, Soviet and modern periods, in order to identify the main aspects of effective and high-quality activity of a teacher-musician. At the same time, E.B. Abdullin notes that "... the topics of scientific research are problems covering various aspects of the content and process of music education. The focus is on the personality and activities of the student, the music teacher and their interaction with the musical art" [1, p. 3].

Many domestic and foreign researchers were engaged in the issues of the main directions and content of music and pedagogical education: O.N. Zhelnina, I.A. Malakhova, E.S. Polyakova, L.V. Kholastyakova, and others.

Currently, there are various educational institutions engaged in the training of a teacher-musician in music and educational practice. The training of a teacher-musician for the system of general and additional education (music teachers) is traditionally provided by the music-pedagogical and aesthetic faculties of universities of the Ministry of Education.

A feature of higher professional music and pedagogical education is simultaneous training in the field of pedagogy, musical culture and performance with various tasks, specializations, differing in the level of qualification depending on belonging to a particular educational institution. The combination of performing and pedagogical training of a student is primarily due to the uniqueness of music as an art and the very process of transmitting and assimilating the content of music education.

The peculiarity of musical and pedagogical education is the unity of musical and performing, theoretical and methodological training. During the training, future music teachers study a huge number of disciplines: "Pedagogy", "Psychology", "Philosophy", "Ethics", "Sociology", "Political Science", "Foreign language", "Musical Instrument", "Conducting", "Choir and practical work with the choir", "Vocals", "Fundamentals of Choral studies and methods of work with children's choir", "Organization of an ensemble at school", "Music Creativity Workshop", "Solfeggio Workshop", "Music Informatics", "Music History", "Fundamentals of Musical Literacy", "Musical and Pedagogical Design", "Classical Dance and methods of teaching it", "Folk dance and methods of teaching it", "Musical and rhythmic education", "Voice production", "Methods of musical education", "Methods of teaching music with a workshop" and others. Modern requirements imposed on a young specialist are associated with a significant expansion of the field of his activity and an increase in the level of professional competence.

The peculiarity of musical and pedagogical education is the unity of musical and performing, theoretical and methodological training. Graduates of music and pedagogical faculties should be prepared to apply their professional knowledge, skills and abilities not only in general education institutions, as a music teacher, but also in many other areas of education and culture. The

difference in the modern requirements imposed on a young specialist is associated with a significant expansion of the field of his activity and an increase in the level of professional competence.

Conclusion. Thus, in the Republic of Belarus there are various educational institutions engaged in the training of a teacher-musician for the system of general and additional education (music teacher). The main feature of higher musical and pedagogical education is simultaneous training in the field of pedagogy, psychology, musical culture and performance. A graduate of the music-pedagogical and aesthetic faculties should be prepared to apply their professional knowledge, skills and abilities not only in general education institutions, as a music teacher, but also in many other areas of education and culture.

1. Abdullin, E. B. Theory of music education: textbook for universities / E.B. Abdullin, E.V. Nikolaeva. Moscow : ACADEMIA, 2004. – 333 p.

ТЮТОРСТВО КАК ФУНКЦИЯ ПЕДАГОГА ПРИ РАБОТЕ С ОДАРЕННЫМ РЕБЕНКОМ

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Ключевые слова. Одаренный ребенок, педагогическая поддержка, индивидуализация образования, тьюторство, тьюторская поддержка.

Key words. Gifted child, pedagogical support, individualization of education, tutoring, tutor support.

Современные тенденции развития социальных, педагогических и психологических практик объединяет стремлений к личностному развитию, обращению к индивидуальным особенностям и предпочтениям субъекта общественной жизни. Однако современные темпы развития педагогических процессов способствуют возникновению новых методов образования и воспитания или обращению к уже имеющимся, но в новой интерпретации, для более эффективного взаимодействия с личностью уже с ранних лет. Воспитание и развитие ребенка поддерживается в образовательной среде с целью выявления у него особенностей развития, эффективной передачи знаний, умений и навыков. Все это также ведет к индивидуализации образовательного процесса, на который делает запрос семья и пытаются реализовать на практике социальные институты, в которых существует ребенок. Все чаще в сфере культуры, искусства и образования возникают вопросы выявления и развития одаренных и талантливых детей как возможный кадровый ресурс развивающегося государства. В соответствии с новой редакцией Кодекса об образовании Республики Беларусь от 31 января 2022 года отдельного внимания заслуживает «Раздел XIV. Дополнительное образование одаренных детей и молодежи», в котором одним из важнейших положений выступает необходимость работы с одаренными детьми [1].

Цель статьи – определить особенности тьюторства как педагогической поддержки одаренного ребенка.

Материал и методы. Анализ психолого-педагогической и методической литературы, анализ и обобщение опыта педагогической деятельности по проблеме исследования.

Результаты и их обсуждение. «Одаренный ребенок – это ребенок, который выделяется яркими, очевидными, иногда выдающимися достижениями (или имеет внутренние предпосылки для таких достижений) в том или ином виде деятельности» [2, с. 5]. Процесс развития и обучения одаренного ребенка требует четкой спланированной работы всех специалистов, которые непосредственно работают с такими детьми. Можно сказать, что такие способности требуют особого педагогического, чаще всего индивидуального подхода на этапе выявления, поддержки и развития для достижения наиболее выдающихся результатов деятельности в данной области проявления.