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THEORETICAL-METHODOLOGICAL BASICS MUSICAL AND PEDAGOGICAL EDUCATION

Formulation and justification of the relevance of the problem. With the advent of Ukraine's independence, the views and emphases in scientific research are changing, and invariant approaches to historical research are used. The development of higher education in Ukraine at the beginning of the 21st century facilitated the opening of new faculties and specialties. Due to these circumstances, the average level of education of citizens increased significantly over several decades, intellectual potential increased, value orientations of young people were formed, and high-quality socio-cultural changes developed, which facilitated the transition of higher education to the information environment. In such a situation, the substantiation of the theoretical and methodological foundations of music education is relevant and timely.

Analysis of recent research and publications. Awareness of theoretical and methodological foundations of musical-pedagogical education was carried out on the basis of scientific works by E. Abdullin, Y. Aliyev, O. Apraksina, L. Koval, L. Masol, O. Oleksyuk, G. Padalka, O. Rostovsky, O. Rudnitskaya, T. Tanko, L. Khlebnikova, O. Shchelokova, Yu. Yusevicha. In these works the results of experimental studies on musical and aesthetic education are considered. The subject of our scientific research largely complements the research of the named authors, makes it possible to understand theoretical and methodological principles of musical-pedagogical education of Ukraine.

The purpose of the article is to substantiate theoretical and methodological foundations of musical-pedagogical education.

The main material of the study. Since education is an integral part of culture, music education as one of the most important components of education involves the formation of a person's spiritual culture based on previous intellectual experience. Defining the spiritual essence of education as a historical phenomenon, V. Andrushchenko emphasizes that «the essence of man is spiritual; core of life – spiritual; the basis of the basis of human preparation for life

unfolds through the formation of spirituality, which, in fact, cares for education» [1, p. 6]. Investigating this problem in different periods of society's development, the scientist defines the concept of pedagogy of spirituality in Ukraine, in the origins of which there were well-known philosophers and educators. In his view, «the first integral model of spiritual education was created by the prominent Ukrainian traveling philosopher, thinker and educator G. Skovoroda; the second is the religious philosopher P. Yurkevich; the third – meaningful pedagogy «the heart given to children» – the famous Ukrainian teacher V. Sukhomlynsky» [1, p. 9].

In defining the theoretical and methodological foundations of musical and pedagogical education, we used a cultural approach that is leading in the study of the philosophy of culture. Modern researchers of the philosophy of culture define culture as the values of spiritual life, which includes music, literature, painting, architecture, choreography, cinema and other arts. The German thinker and reformer of the church, M. Luther, accentuated the music and put it, in comparison with other sciences, to the first place after theology. Musical education was interpreted as the development of individual human abilities. Developing creative abilities, people are forced to form themselves, argued V. Bibler.

The philosophy of culture is regarded as «philosophical knowledge about the essential principles of culture as a process and integrity of its archetype, patterns and prospects of development» [3, p. 369]. Investigating the axiological aspect of culture, E. Prichepii considers it a set of achievements in the process of mastering the world of material and spiritual values, the most important factor in the spiritual development of man, the manifestation of his creative abilities. In essence, a person is a creative being, for which the characteristic is the desire to improve their own abilities. In the process of studying music, Pascal and B. Shakespeare emphasized, the person transcends his own abilities, improves himself and elevates himself.

At the present stage of the development of

education and culture, domestic and foreign scholars are investigating the problems of national musical culture and the problem of world cultural space. Ukrainian musical culture, which, on the one hand, maintains a spiritual origin and originality, and on the other hand, seeks to unite with other cultures, actively moves into the world cultural space. It represents a kind of informational center in which national cultures make their unique treasures. The world cultural space encompasses the cultural heritage of mankind, which is a universal value, promotes the enrichment of national musical cultures.

In defining the conceptual foundations of higher education in Ukraine, one should highlight its main features. These are: globalization, democratization, humanization, individualization, fundamentalization, technology, integration, decentralization, continuity, communicative, forward-looking development and ecologization. These characteristics change the education, realize its informational and cultural character. Thus, the system of education of Ukraine in the process of its development acquires fundamentally new content. The new model of Ukrainian education should be based on the Ukrainian national cultural-historical tradition, the theoretical foundations of Ukrainian pedagogy, the experience of generations in its broadest sense.

At the present stage of society's development, democratization of higher education takes place, its humanization and humanization are carried out. Structural changes in the content and organization lead to the fundamentalization of education. Improving the quality of higher education is achieved through technology knowledge, which involves computerization, informatization, the use of media technology and developmental technologies. Defining the vector of higher education development, A. Ambrosov and O. Serdyuk emphasize the systemic view of the mission of higher education, define the concepts of quality, trends and preconditions for humanization and fundamentalization of education. Scientists consider the issues of assessing the quality of education and public monitoring of the quality of higher education, predicting the model of a graduate of the XXI century.

At the end of the twentieth century, the quality of higher education was significantly influenced by globalization. Its purpose is to prepare competitive specialists not only within Ukraine but also on the world labor market, in deepening international cooperation, the possibility of participation of scientific and

pedagogical workers and students of higher educational institutions in international projects, joint scientific research, scientific conferences, internship and study abroad. Globalization involves the creation of pan-European and world information and education networks that will meet the information and communication needs of participants in the educational process.

At the beginning of the new millennium, the modernization of the educational space took place, which significantly influenced the quality of higher education, which became massive. This contributed to the development of the individual and the intellectualization of the nation. In addition, modernization involves the formation of a creative personality that is able to take responsibility and find tools for solving complex problems, to assert themselves professionally, to adapt and to actively participate in updating the content of education. Modernization is related to information technologies and computer systems, the ability to independently seek information and use it to create projects and creative programs, and constructively engage in the introduction of new pedagogical concepts. An important condition for the modernization of higher education is the training of pedagogical and scientific and pedagogical workers.

Fundamental humanistic values of higher education, giving individuals the opportunity to show their talent and creative potential. The basis of humanism is the principles of humanity and justice, mercy and kindness, freedom and nobility. On the principles of humanism, a democratic, humane pedagogy, pedagogy of equality, cooperation, cooperation, partnership, subject-subjective pedagogy is being built.

At the present stage, higher education specialists, which are the source of cultural and social capital, understand the need for new reforms, which is conditioned by the needs of society and European integration processes. Quality and elitism, giving more freedom and responsibility, autonomy to educational institutions, democratization in the relations of teachers and students are the main priorities of modern educational policy. During 27 years of the market economy in Ukraine there have been significant changes. She has become one of the largest countries in the world in terms of the number of students aged 15-18 who study at universities. At the same time, the quality of Ukrainian education is becoming more and more problematic. Higher education should primarily focus on the development of universal abilities of students, obtaining specialization. Thus, universal abilities include those that give young people the opportunity to think and act, exercise their own free choices, without being subjected

to ideological and manipulative behavior. Only under such conditions, the universality and interdisciplinarity of education becomes an important element of the intellectual capital of the individual.

By following the philosophical and pedagogical point of view, we note that awareness of the development of education is possible on the basis of the analysis of pedagogical concepts in which the theoretical basis of democratization and reform of education in Ukraine. The conceptual foundations, the realities of the development of Ukrainian education and the prospects for their solution, the updating of educational standards, and the integration into the European community became the subject of the study of domestic scholars. At the beginning of the XXI century there is a series of innovative pedagogical concepts. These are, in particular, the basics of democratization of the educational process in educational institutions of Ukraine; democratization of Ukrainian education; ways of democratization of education management; national education system; Ukrainian national family school; reforming the pedagogical science in the state. They formulate the purpose and main tasks, essence, starting positions, principles, categories and historical achievements in the pedagogical field.

The basis of the concept of the democratization of the educational process, authored by A. Aleksyuk, was the affirmation of a new pedagogical thinking and democratic principles of education; development of new types of educational institutions; updating the content of training, improving its educational, developmental and educational functions in an independent democratic state. The mentioned concept also envisages improvement of methods and forms of training organization, creation of new pedagogical technologies in order to increase the efficiency of the educational process; innovative approaches to knowledge validation, assessment and control.

O. Vyshnevsky distinguishes philosophical aspects, content and psychological and pedagogical foundations of modern Ukrainian education in the conceptual bases of democratization of Ukrainian education. The content of education, which includes moral, national, civil, family and personal aspects, is presented as a complex and multifaceted phenomenon, which includes both traditional and new elements dictated by time. To the methods of education and self-education, the researcher refers to direct and indirect learning of values; method of reorientation of efforts; teaching, persuasion, suggestion; approval and

condemnation; education by example; participation in charitable activities and in voluntary sacrificial acts, etc.

By studying the conceptual foundations of democratization of education management in Ukraine, V. Mayboroda formulated the main provisions of the system of education management. They are based on the principles of education and include: public-state governance; democratization and humanization of education management; principles of integration; competence and professionalism in management.

The foundation, the methodological and philosophical basis, the most important means and source for the formation of the characters of citizens, the organic component of all units and all forms of education system is national education. Defining the concept of the national education system, P. Kononenko formulated the goal of education, the legal basis for education management and the structure of national education. The system of education in terms of content and form is national, humanistic, democratic, intellectual, highly professional, integral, integrative, and continuous.

V. Mayboroda investigated the formation and development of the higher pedagogical school of Ukraine in 1917–1929, the functioning of higher pedagogical education of Ukraine in the late 20's and early 60's, and a structural and functional analysis of the development of higher pedagogical education in 1961–1985 was carried out. Studying the historical past, the scientist predicts the prospects for the development of higher education, stressing that the concept of a teacher of the Ukrainian national school implies, in addition to profound professional training, culture, work ability, high morals and intelligence.

In the writings of V. Lugovoi, the essence of education, its place in the system of culture is revealed; Elemental-structural analysis is carried out and the general model of education is considered; typology and content of education; forms and methods of education; relations of education and personality; humanization of education; educational technologies and assessments in education. The author determines musical education as part of artistic education, since the development of artistic experience takes place through subspecies of artistic education (literary, visual, musical, etc.). The scholar studies modern problems of the historiography of the system of higher education in Ukraine, issues connected with national pedagogical education in the conditions of a centralized state, updating of pedagogical education, strategy and development prospects, real trends in the preparation and activity of

pedagogical workers, the concept of humanitarian pedagogical education are considered.

Trends in the development of university pedagogical education in Ukraine were studied by O. Gluzman. In particular, by singling out the historical preconditions for the formation of university pedagogical education in the world and national context, the author finds out the peculiarities of modern university pedagogical education abroad, gives a systematic and historical analysis of the stages of formation and development of university pedagogical education in Ukraine. The researcher develops a methodology for expert assessment of the main trends in the development of university pedagogical education, organizational trends in pedagogical education in the context of pan-European educational processes, and proposes ways of content-procedural improvement of the teacher training system at universities.

Among the newest national historical intelligence, it is appropriate to mention the manual, edited by V. Kremen, in which in the historical retrospect the process of formation and development of higher education in Ukraine is revealed. The question of the genesis of higher education, scientific and technical and social progress was investigated by V. Kuril and V. Shepotko. L. Medvyd was summed up by forming the educational policy of Kievan Rus, during the Cossack era, during the XIV– XVII centuries, the formation of national education in Ukraine, the tendencies and problems of the national education of independent Ukraine.

Studies by I. Zyazyun, O. Sukhomlynskaya and B. Likhachev allowed to determine the forms and methods of teaching in the field of aesthetic education, perspective directions of development of professional qualities of students of music and pedagogical faculties of higher educational institutions. Certain meanings for studying the problem of the development of musical-pedagogical education also had textbooks on pedagogy, edited by V. Galuzinsky, M. Yevtukh, I. Kharlamov, M. Yarmachenko.

Despite the fact that the term «musical-pedagogical education» has become widespread in the scientific environment and the practice of training music teachers, the essence of this concept has not yet been disclosed. The philosophical encyclopedic dictionary, as well as the musical and pedagogical encyclopedias, do not isolate at all, and, accordingly, do not interpret this concept. At the same time, the analysis of scientific research on musical and pedagogical education makes it possible to disclose the essential characteristics of this phenomenon.

First, in the scientific literature, the concept of «musical-pedagogical education» is associated with a certain type of educational institution, which carries out the musical and pedagogical training of the future teacher of music. Thus, studying the problem of musical-pedagogical education at the end of the nineteenth century, T. Tanko emphasizes that at that time in Ukraine there was no unified system of music-pedagogical education and there were no special educational institutions that would provide teachers with music and pedagogical education. Some musical-pedagogical training future teachers received in the teacher's seminaries» [6, p. 5]. It is in this context that O. Mykhailychenko and M. Sova are studying musical-pedagogical education. In our study, musical-pedagogical education is considered in the aspect of the activity of music-pedagogical faculties of higher pedagogical educational institutions.

Secondly, a certain group of studies consists of works in which the term «musical-pedagogical education» is used in relation to the amount of knowledge, skills and skills acquired by future music teachers in special educational institutions. Such an approach to the disclosure of the essence of this concept does not contradict the generally accepted definition of the pedagogical category «education» as a system of knowledge, skills and skills that students master in accordance with the purpose of study. Unfortunately, such studies do not specify, first of all, the target component of music education, and, moreover, does not pay attention to the procedural characteristics of this concept.

Attempts to specify the target component of musical and pedagogical education, we find in the works devoted to the analysis of musical and pedagogical thought. In particular, O. Ovcharuk emphasizes the necessity of the national orientation of musical education. She believes that the fifth anniversary of 1917–1922 in the history of the development of musical and pedagogical thought is the most productive step in the creation of scientific theoretical and practical foundations that «ensured the national orientation of the development of domestic musical education not only during the period under study, but also during the next stage» [2, p. 130].

Without denying the importance of the national dimension, it should be noted that only this target component is not limited. A. Rastrigina gives the most complete description of the purpose of musical-pedagogical education. Exploring musical and pedagogical education in the context of contemporary civilization development, the author emphasizes that contemporary higher

musical and pedagogical education should form «not only a professional musician, but also a person who has the means of knowing himself and the outside world and capable of full professional and personal self-realization» [4, p. 9].

The value of this approach lies in the fact that A. Rastriphina in identifying the purpose of musical education education determines not only the aspect of the specialty (the formation of a professional musician), but also personality and pedagogy (the formation of a person who is able to know himself and the world around him, as well as to carry out a professional and personal self-realization). At the same time, we note that the scientist uses the term «musical-pedagogical education» only as a result of educational activity. On the procedural characteristics of the concept the author does not accentuate the attention.

An attempt to combine the content and procedural components of the concept of «musical and pedagogical education» is found in the writings of O. Rostovsky. The author believes that musical and pedagogical education is considered as «the process and the result of the spiritual and practical comprehension of the transformational and humanistic functions of music, aimed at the development of the personality of the future teacher in all the richness of manifestations of its value attitudes towards the phenomena of artistic and aesthetic culture, to society as a whole» [5, p. 5]. Despite the fact that O. Rostovsky emphasizes the unity of the target and procedural components of music education, he does not reveal the specifics of the procedural component. Obviously, this is explained by the fact that the procedural component is conditioned by the general laws inherent in any kind of education, in particular, musical and pedagogical.

Conclusions from the research and prospects for further developments. Consequently, the results of the comparison of the fragmentary analysis of the phenomenon under study make it possible to interpret the concept of «musical and pedagogical education» as a process and the result of training in the musical and pedagogical faculties of the personality of a future teacher, who possesses modern pedagogical technologies, general scientific, psychological and pedagogical and special knowledge, skills and abilities, which enable him to realize creative potential through means of pedagogical, scientific research and musical and educational activities, in order to form the spiritual culture of youth on the basis of value benchmarks acquired by society. The study of theoretical and methodological foundations of

the development of musical-pedagogical education and clarification of the concept of «musical and pedagogical education» made it possible to study and generalize the leading trends in the development of the musical-pedagogical branch in the context of integration into the European educational space. Prospects for further scientific research in the field of music education education should be associated with the organization and conduct of research work to integrate various types of arts necessary to fill the content of music art lessons in general education institutions.

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ПЕДАГОГІЧНІ ТЕХНОЛОГОГІЇ НАВЧАННЯ ФІЗИЧНОЇ КУЛЬТУРИ У ЛЬОТНОМУ ВИЩОМУ НАВЧАЛЬНОМУ ЗАКЛАДІ

Постановка та обґрунтування актуальності проблеми. В умовах розвитку сучасного суспільства важливе місце в його становленні займає фізична культура, яка забезпечує його формування та є частиною загальної культури. Основне завдання суспільства – забезпечення оптимального життя людей. Кожна людина мусить прокласти свій шлях таким чином, щоб створити потрібні умови для повноцінного фізичного, інтелектуального, духовного розвитку та виховати позитивне ставлення до свого здоров'я й фізичної активності [1; 3]. Реформа економіки, перехід її на ринкову основу, виникнення нових суспільних відносин передбачає істотні зміни в системі освіти, спонукає її до формування раціональних моделей професійної освіти на основі соціального, колективного чи індивідуального замовлення на освітні послуги. Безумовно, в сучасних реаліях посиленої уваги потребує професійна освіта. Проблеми підготовки висококваліфікованого фахівця актуальні в усіх регіонах України та інших країнах.

Система освіти як соціокультурний інститут, що динамічно реагує на запити суспільства, повинна забезпечувати підготовку такого фахівця, який володіє навичками взаємодії з професійним та соціальним середовищем, що відповідають сучасним міжкультурним, економічним і

технологічним умовам. Усе викладене актуалізує розробку сучасних підходів до формування та розвитку професійно важливих якостей майбутніх фахівців, зокрема й авіаційних, в умовах вищого навчального закладу, а також до дослідження шляхів їх формування за допомогою педагогічних технологій навчання фізичної культури; раціональної організації педагогічного процесу викладання фізичної культури у льотному вищому навчальному закладі. Унаслідок цього рівень освіти курсантів значною мірою залежатиме від результативності запровадження нових педагогічних технологій фізичної культури, які ґрунтуються на нових методологічних засадах та сучасних дидактичних принципах навчання.

Аналіз останніх досліджень і публікацій. Питаннями технологічного підходу до навчання та використання в навчальному процесі технологій займалися А. Алексюк, А. Андрощук, В. Галузинський, М. Євтух, А. Нісімчук, І. Осадченко, О. Падалка, О. Пехота, Є. Полат, О. Пометун, Ю. Сенько, В. Сластьонін, Г. Селевко, Л. Столяренко та ін. Згідно із сучасними дослідженнями науковців, стає очевидним, що низький фізичний розвиток молодого покоління вказує на те, що наявна система фізичної культури не здатна повною мірою забезпечити повноцінний розвиток здоров'я