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**TÍTULO:** Carácter específico de la implementación de la formación profesional en TIC de los futuros profesores músicos en el contenido del proceso educativo.

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**RESUMEN:** En esta investigación se descubren las peculiaridades de la capacitación profesional de profesores de música. Fueron clasificadas y estudiadas las disposiciones científicas principales, así como el contenido de la documentación reglamentaria jurídica. Fueron detectadas los componentes determinados y fijos del contenido del proceso de capacitación profesional del futuro profesor de música. Fue determinada la necesidad de la introducción de disciplinas encaminadas en la formación de la competencia profesional en TIC de profesores de música. Fueron presentadas las tareas aproximadas en el marco de la disciplina “Sistemas profesionales de información y bases de datos” en el marco del módulo “Capacitación profesional en TIC de profesores de música”.

**PALABRAS CLAVES:** profesor de música, capacitación profesional, formación profesional en TIC, competencia de información, tecnologías de información.

**TITLE:** Specifics of incorporating professional ICT training for future music teachers in the educational process.

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**ABSTRACT:** This research provides insight into the distinctive features of professional training of a music teacher. The fundamental scientific provisions, along with the legal and regulatory framework, have been systematized and explored. The specific and established components of the content of the process of professional training of the future music teacher have been identified. The need to introduce the disciplines aimed at the development of professional ICT competency of a music teacher has been determined. The sample tasks as part of the discipline "Professional Information Systems and Databases" inside the module "Professional ICT training of a Music Teacher" have been presented.

**KEY WORDS:** music teacher, professional training, professional ICT training, information competency, information technology.

## **INTRODUCTION.**

The highly demanding society, the ever-growing social needs and the urge give rise to new approaches to the process of professional training of a future music teacher. The rapid pace of life, the expanding frontiers and the increasing contacts, along with the changing labour environment require that a modern person develops new qualities and competencies (Yakovleva et al., 2019, Soltovets et al., 2019).

The present-day music teacher while carrying out his/her professional activity in the conditions of various levels of education (preschool, primary general, basic general education) applies various information technology solutions to prepare for and to deliver the classes, as well as various mass cultural and educational events and so on. For enabling the aforementioned types of activities at the stage of university education, it is crucial to take measures aimed at developing information competency of a future music teacher.

There are international regulatory documents that describe the content of a teacher's professional activity, which structure according to the authors includes ICT competency of a teacher. A good example is the ICT Competency Framework for Teachers (ICT-CFT, 2011) developed by UNESCO in partnership with world leaders in the field of creation of information technologies and leading experts in the field of school informatization. The relevance of this research is stemming from a need to identify expected changes in the content of professional training of a future music teacher in the context of society informatization.

The content of professional training of a future music teacher in the Russian Federation is regulated by a range of legal instruments. These include: the Federal State Educational Standard of Higher Education, approved by the Order of the Russian Federation Ministry of Education and Science dd February 22, 2018 N 121 On Approval of the Federal State Educational Standard of Higher Education – Bachelor's Degree under the Program 44.03.01 Pedagogical Education, Professional

Standard “Teacher” (Pedagogical activities in the field of preschool, primary, basic general, secondary general education) (educator, teacher) (2018), approved by Order of the Russian Federation Ministry of Labor dd 18.10.2013 N 544n (2013).

Apart from that, professional training is delivered in accordance with the teaching methodological documentation developed by the university itself. Due to an objective need, it is essential to update this documentation. It is therefore important to ensure that the curriculum is correlated with the future professional activities of a graduate.

## **DEVELOPMENT.**

### **Literature Review.**

The readiness of a teacher to use the modern information technology solutions in his/her professional activities is under intense scrutiny both by foreign and Russian researchers. As revealed by analysis of the scientific provisions, the researchers single out information competency of a teacher in the professional training framework. Here are some opinions of Russian scholars.

A.V. Khutorskoy (2005) defines information competency of a teacher as a good knowledge of various information technology solutions and an ability to use those in order to facilitate professional pedagogical activity.

A.L. Miller (2015) defines ICT competency as a teacher's readiness to create a computer learning environment by using electronic educational resources on the basis of their adaptability, as well as a teacher's readiness for further professional networking to exchange professional experience. The ICT competency includes such components as motivational-value, professional-activity, reflexive-communicative components. The author points out that development of this competency opens up a possibility of professional networking in the pedagogical community.

O.V. Ursova (2006) under ICT competency of the subject teacher understands readiness and ability to independently use modern information and communication technologies in pedagogical activity for addressing a wide range of educational tasks and to finding ways to improve professional skill in this field. The researcher reveals the necessity to develop ICT competency in order to facilitate professional activity of a teacher.

When it comes to the issue of ICT competency, it is natural to assume that in the process of developing the professional competency of a teacher, all three of its elements (core, basic and special) should be influenced by ICT competencies. Therefore, exploration of ICT competency of a teacher under the bachelor's program should be associated with identification of his/her core, basic and special ICT competencies (Lapchik, 2012).

### **Research methodological framework.**

The objective was to analyze the body of scientific literature and the legal and regulatory documentation to reveal the contents of professional ICT development of a future music teacher.

The tasks were as follows:

- Explore scientific provisions in the researched field.
- Examine the content of the current legal and regulatory documentation governing the professional activities of a future music teacher.
- Based on the identified content of the professional ICT competency of a future music teacher, determine the means to develop professional ICT competency.
- Develop educational tasks aimed at developing professional ICT competency of a future music teacher.

Research methods used: analysis, comparison and description of the scientific literature, and legal and regulatory documentation in the researched field.

**Results and discussion.**

Let's turn to the examination of the process of professional training of a music teacher.

Traditionally, the professional training of music teachers included the following elements:

- Music theory training intended to deliver the basics of music knowledge. The disciplines of this cycle, as it is known, are covering the history of music, both foreign and Russian; the fundamental theory of how music pieces are composed, and so on.
- Music performance training. Within the frames of the given cycle of subjects, students acquire the basic performance skills. It is important to note that the performance training of a music teacher covers all areas of performance: vocal training, instrumental training, as well as conducting and choral training.

The described modules are subject-oriented.

The curriculum under the Program 44.03.01 Pedagogical Education, Specialty "Music", traditionally included a block of disciplines aimed at developing and enhancing the vocal skills. In our view, it is possible to include vocal disciplines in the module "Basic Performance Training of a Music Teacher".

Disciplines "Vocal Training", "Solo Singing", "Acting Skills of a Vocalist" are basic for students studying under the Program 44.03.01 Pedagogical Education, Specialty "Music", the level of higher education bachelor's degree. They are learnt for the entire duration of the course under the indicated program. These subjects are included in the training module "Basic Performance Training of a Music Teacher", which is intended to create necessary conditions for developing the professional competency of students studying under the Program 44.03.01 Pedagogical Education (Specialty "Music") in the field of vocal performance for further application of the acquired skills in future pedagogical activities. The study of these disciplines gives students an idea of the voice apparatus

anatomy, knowledge of functions of the vocal apparatus and methods how to control it, how to build the vocal range and produce the sounds.

The practical classes help to develop the skills of singing vocal productions of varying degrees of complexity and the ability to perform before the audience. The final stage in the development of vocal and performance competencies is the accumulation of knowledge about the basic techniques of work with a vocal student, acquisition of the skills of teaching with account of individual vocal abilities and the ability to logically explain the underlying methodological principles. These disciplines form the readiness of a bachelor to solve problems in the professional field.

In accordance with the current federal state educational standard of higher education, a graduate of the bachelor's course under the indicated program is ready to solve professional problems in the field of cultural and educational activities. We believe that completion of these disciplines directly affects the degree and quality of self-fulfillment in the professional activity under consideration.

Since the bachelor's degree program implies the mandatory secondary vocational education, the program Pedagogical Education may be a choice for the graduates of Vocal Art departments of music colleges, whose acquired vocal skills and voice parameters are sufficient for a more focused in-depth vocal training, that helps students to continue their self-development on the path of vocal performance. For further improvement of such students in the field of vocal art, special emphasis is placed on participation in various competitions, festivals, shows and concerts. The performance is a key to the development of many important skills without which it is impossible to fully understand the essence of performance. The most important of such skills are:

- Self-control in the presence of audience, which allows to fully demonstrate the mastery of vocal and technical skills such as the even sounding across the entire pitch range of the voice, freedom of singing breath, good sounding at the highest possible vocal pitch.
- Transmitting certain emotions during the performance.

- Freedom of creative self-expression through the musical and stage image by means of musical (vocal and artistic) expressiveness.

There are multiple ways to get prepared for the performance. Proceeding from the specifics of the educational process of a music teacher, where vocal and solo singing are not the specialty disciplines, the systematic lessons of solo singing for the purpose of enhancing the vocal-technical methods of performance take the central role, and after the vocal material gets ready for demonstration, work on the artistic and show components comes to the fore. The People's Artist of the USSR, winner of the Lenin Prize, Professor E.E. Nesterenko (1985) expresses his opinion on this issue with its rather precise description in his book "Reflections on the Profession": "When a student begins studies in the singing profession, he/she often perceives vocalization as a physically difficult process. Having reached excellence in this profession, he/she understands that the singer's job is really very difficult, but not because of the process of sound production. The artist, who is excellent in vocal technology, does not get tired of singing as much as, say, of solving the encountered artistic problems, of the enormous spiritual and intellectual tension, and finally, of the physical tension, because the stage requires an enormous amount of action" (p. 1).

During performance on stage, the student learns to think, "live" and look for new ways of artistic expression, adding performing skills to the vocal skills.

Without at least slightest on-stage experience it is impossible to fully understand the profession of a music teacher and to succeed in it. E.E. Nesterenko (1985) writes: "Not every outstanding singer can become a teacher, a performing artist and a teacher are different professions. But artistic experience is absolutely essential for a teacher" (p. 1).

Psychological and pedagogical training. This type of professional training is aimed at studying the psychological and pedagogical fundamentals of the professional activity of a music teacher. The purpose of such training is to develop the psychological and pedagogical competency.

However, modern trends in the development of society, along with the requirements established by the legal and regulatory documents governing professional activities of a music teacher, highlight the need to introduce subject modules, specifically designed to develop professional ICT competency of a future music teacher.

For professional activity of a music teacher, the information technology solutions represent not only the requirement prescribed by regulatory documents, but also a necessary tool helping to save time and resources. Thus, in order to get prepared for classes on Music subject, it is possible to use professional information systems and modern databases to search for, select and subsequently systematize the required audio and theoretical material (Sizova, 2018).

We suppose that it is necessary to study the disciplines aimed at developing professional information competency in the field of music pedagogy, which necessitates the development of the subject module "Professional ICT Training of a Future Music Teacher". The content of this module may include disciplines intended to develop the skills necessary to use professional information systems and databases, with various musical digital resources, as well as music editors. When developing the skills in using the information technology tools as referred to above, the focus should be not only on obtaining theoretical knowledge about the abovementioned resources, but also on growing competency for their application immediately in the process of professional activity.

In order to develop information competency, we offer sample tasks for students receiving training in the discipline "Professional Information Systems and Databases". These tasks are closely related to the disciplines included in the subject modules.

**Task 1.**

Search for information resources in several subject areas. Present the results in the form of a table produced in MS Word text processor of the below structure:

**Table 1.**

Information resource	Subject area	Reference to resource

Source: authors.

The purpose of this task is to develop the skills in using information resources available on the Internet.

**Task 2.**

With the help of the digital library system University Library, select the information kit on the Music subject to deliver training under the basic general education program. Design a database with the selected information resources "Educational, Methodological and Information Support of the Professional Activities of a Music Teacher". The purpose of this task is to develop the skills in working with databases.

**Task 3.**

With the help of IS and databases, search for information about composers of different genres and eras, according to the music program. Present the results using the complete Excel toolkit according to the below structure.

**Table 2.**

Composer	Aesthetic genre	Years of life	Period of creative life	Key masterpieces

Source: authors.

The purpose of this task is to develop the skills in systemizing information using databases and information systems.

The results should be presented by the students to the public. It is well known that the material is best understood and memorized when it is explained to each other. The story size and form may be determined at the teacher's discretion (Gruzdeva et al., 2018).

Thus, proceeding from the presented scheme of educational tasks within the discipline covering professional information systems and databases, we propose to build and organize the targeted, efficient and meaningful professional ICT training of a future music teacher, which will result in the development of information competency. Besides, the use and incorporation in the educational process of Internet services helps to solve didactic tasks more effectively (Gruzdeva et al., 2018.).

## **CONCLUSIONS.**

In conclusion, we would like to summarize that the process of professional training of a future music teacher is dynamic and constantly undergoing transformations that are triggered by social, economic, scientific and technical changes. Music education is a rather complex system, which reflects personal, cultural and aesthetic components (Sizova, 2018). Apart from that, the modern approaches to organizing professional training of a specialist aim to develop creative potential of a graduate capable of solving professional tasks (Sizova et al., 2018).

In this regard, a prompt response from the teaching community is needed. It is important not only to preserve the traditional academic basis of the professional training of a future music teacher, but also to update the existing learning tools and introduce the new ones.

Activities facilitating the development of information competency should be incorporated in the professional training of a music teacher. In order to make such incorporation possible, it is important to define the content of professional ICT training, that is closely linked not only to information technologies, but also to traditional professional activities of a musician.

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