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PROGRESS AND CURRENT STATUS OF DEVELOPMENT OF INDEPENDENT EDUCATIONAL ACTIVITY OF FUTURE MUSIC TEACHERS

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ABSTRACT

This article provides ideas on the consistency, place and importance of teaching computer science and information technology in the higher education system.

KEYWORDS

ICT components, horizontal level, vertical level, technological and didactic.

INTRODUCTION

In the 20s of the 20th century, when there was a demand for many teachers to eliminate illiteracy, the interest in independent education increased, and people without special pedagogical education, and sometimes even without general education, began to work in schools.

Sukhomlinsky V.A. the concept of independent education included creating and filling a personal

library and doing mental work alone at home. From the point of view of our research, this idea finds its continuation in the creation of an electronic database of the musical-creative repertoire of a music teacher.

The main results and findings

According to scientist I.M. Kuznetsova, the researches of that time focused on the external organizational and

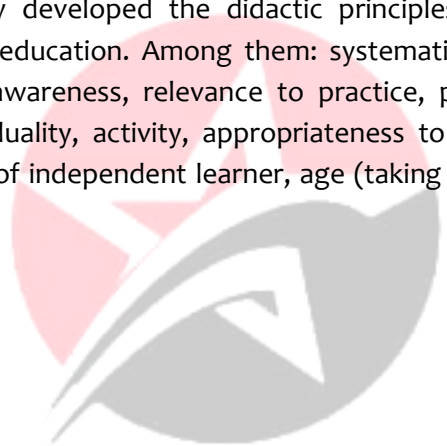
technical side of the process and did not raise the issue of the ability to independently identify, describe/formulate cognitive tasks and solve them. In the future, independent education was studied didactically and methodically, and as a result, the main requirements for conducting independent work were formulated.

Independent work was shown and recognized as the main form and method of independent education [3;25]; subject technology of education and mechanisms of self-organization and self-management were revealed.

So, pedagogy developed the didactic principles of independent education. Among them: systematicity, scientificity, awareness, relevance to practice, plan-based, individuality, activity, appropriateness to the ability/ability of independent learner, age (taking into

account affordability). Readiness for independent learning is stimulation/motivation, interests and needs for knowledge, independent learning resources (machine and software teaching/learning tools), scientific organization of work and mental/intellectual hygiene, educational work culture, conditions of preparation for independent learning, independent learning in school and organization in non-school educational settings, propaedeutic independent education (led by a competent person), sociology of independent education, self-regulation, from the perspective of age characteristics, and as a component of self-education were studied.

The use of the following types of competence-oriented technologies in the process of developing independent education of future music teachers gives effective results (Fig. 1):



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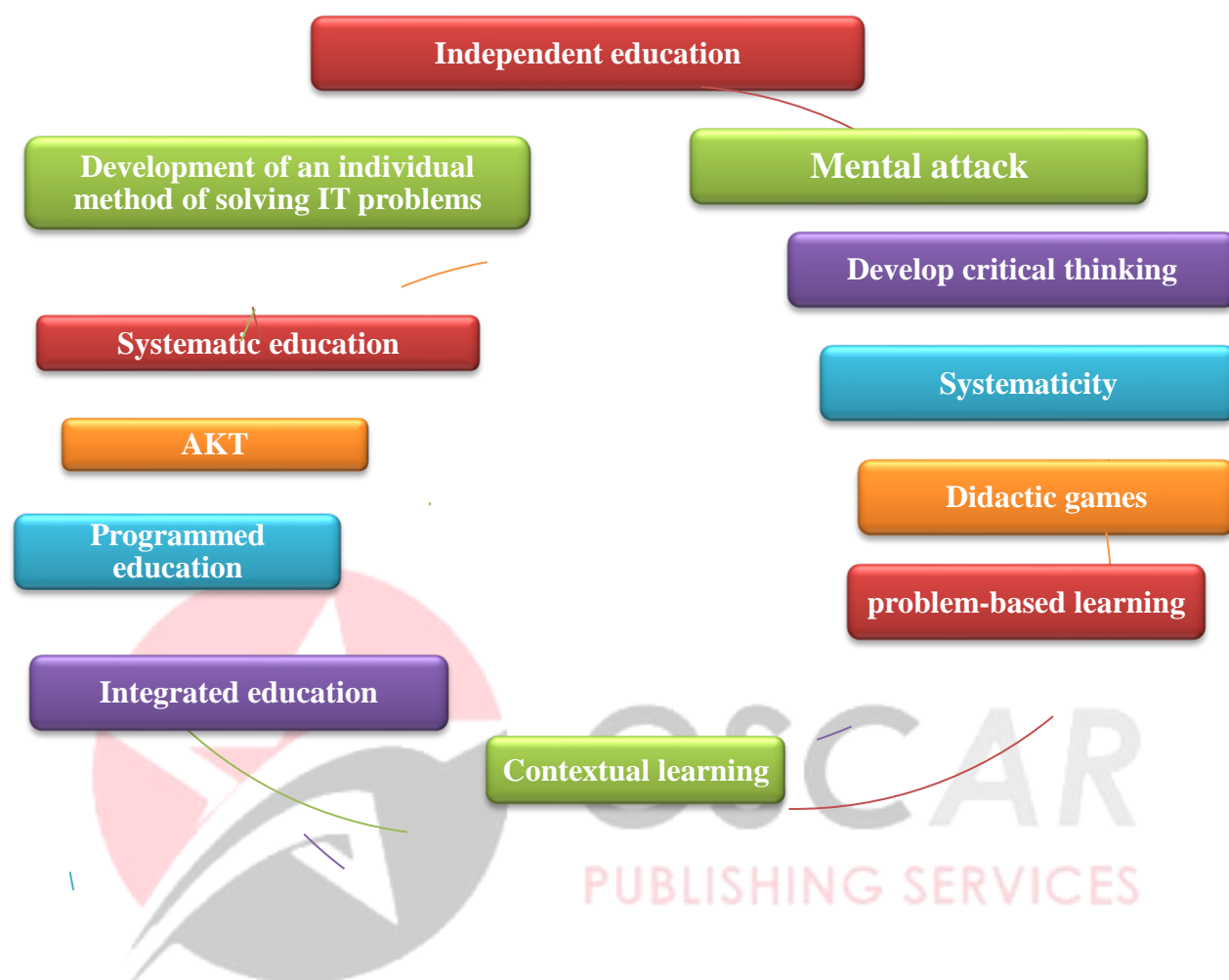


Figure 1. Classification of competence-oriented technologies during the development of independent education of future music teachers

The phenomenon of "independent education" is considered in the dissertation of scientist I.N. Shakhova as a part of the subsystem of society, the education system and actual/current culture, that is, the need for knowledge of an individual based on voluntary and involuntary communication/dialogue and society/society it is possible to talk about the addition. In this case, in the first case, independent education is teaching, and in the second case, it is a game [2, 26], in which communication with art is

observed. Independent education is also divided into groups:

1. One of the types of free unorganized (spontaneous) activity of a person aimed at finding answers to questions of interest or ways to solve practical problems (not only knowledge related to this or that profession).
2. Systematic institutional activity as a link in the educational system.



3. Continuing regular education as a need to supplement and continue professional education (aimed at broadening the worldview, improving general and political culture, meeting mental/intellectual demands/needs, supporting the level of mental work activity).
4. Institutional-organized activity: activities that are unconsciously and consciously planned (including plans made by others) and have several areas of communication: social-pedagogical (teachers and trainers), social-psychological (referent groups that provide mutual support), internal (will and consciousness to change oneself).
5. Independent education as the construction of a person's self (personality) on the basis of free and independent creativity in the process of communication/discussion of the surrounding reality and self-awareness of people belonging to different social groups.

In pedagogical and social psychology, independent learning is considered as a self-organized and self-regulating process of cognition [4; 5; 275], and here the most favorable period for the development of all mental processes is the student age; as a component of self-education, self-improvement and self-development in the study of internal mechanisms of self-control [6, 4; 241].

From the point of view of pedagogy, independent education is an active, goal-setting, self-regulating personal and professionally significant activity aimed at highly effective creative solution of professional-pedagogical tasks and personal self-improvement. Although there are mainly works devoted to the formation of independent learning skills in schoolchildren, pedagogues consider independent education as continuous education and professional development of future teachers.

The analysis of the literature made it possible to identify 4 approaches to the study of independent education: 1) in the field of professional development and personnel training; 2) within the framework of continuing education (as a part of education that ensures lifelong inheritance/continuity); 3) as a category that mediated a person's free time; 4) as a component of self-education, self-improvement, self-development. Of these, only the first was implemented in the context of music-information technologies.

Although the pedagogical dictionary defines independent education as education obtained outside the educational institution through independent work, modern studies show that "the independent education process can go parallel with learning/teaching".

However, experts emphasize that the forms and methods of organizing students' independent educational activities are insufficiently developed.

According to researcher Beznisko E.D., if independent education is based and implemented as a continuous process, and its content is: self-knowledge and self-improvement as a pedagogue, person, individual; to learn innovative educational technologies and master creative-pedagogical methods; it becomes a condition for growth if it is directed to the construction of an independent educational program that models the professional and creative activity of the teacher.

Due to the fact that pedagogical support through information and communication technologies is an effective means of organizing independent student activity (and according to research data, 85% of students are satisfied with it/approves of it), it is self-evident that independent education can be computer-based in modern information conditions.

According to research scientist Kogan L.N., people who strive for communication represent a high level of intellectual/mental culture, because the more developed a person is, the wider his range of communication [1].

CONCLUSION

Exchange of ideas in a dialogue situation enriches people, because everyone gains new knowledge. In this sense, mass media and their events have a great impact on human consciousness. They provide a wide range of information on any subject. However, mass media do not provide systematic knowledge specific to an educational institution. Because information has a mosaic nature, the knowledge that is formed is superficial in nature, and relevant/adequate perception/perception is characteristic of only 12-14% of people. Therefore, mass communication/discussion, performing both creative functions and manipulative functions, has a double/lateral and opposite/conflicting effect on independent learning, and performing these/functions simultaneously reduces and expands the possibilities of knowledge and self-knowledge [280, 87 -88], and this confirms the need for pedagogical support/support of students' independent learning process in Internet networks.

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