

CONTENT OF INFORMATION COMPETENCE OF FUTURE TEACHERS OF MUSIC ARTS

The purpose of the article is to theoretically substantiate the content of informational competence of future teachers of musical art in the conditions of the development of a digital society.

Methodology. The research uses problem and systemic approaches, as well as general scientific methods of analysis, synthesis, comparison and generalization. This contributed to the study of the features of the informational competence of future teachers of musical art.

Scientific novelty. The article reveals the content of informational competence of future teachers of musical art in the conditions of the development of a digital society.

The problem of informational training of future teachers of musical art is one of the key issues in modern music and pedagogical education. It has been established that one of the priority areas of development of the modern education system is its informatization. Having considered the concept of information competence, in a broad aspect, we conclude that information competence is considered in a number of studies as a component that forms the basis of professional activity. We consider the definition of «information competence of the future teacher of musical art» as the readiness of a specialist to independently use modern information and communication technologies in pedagogical activities to solve a wide range of educational tasks and the ability to design ways of improving qualifications in this field. The main stages of formation of informational competence of future teachers of musical art are defined.

Conclusions. Information competence of future teachers of musical art involves knowledge of the forms and methods of data presentation using ICT, the ability to evaluate and process data, analyse information using ICT tools, the ability to use publicly available sources of information and be able to use them.

Key words: information competence, future teachers of musical art, information and communication technologies, education system.

Statement of the problem in a general form and its connection with important scientific and/or practical tasks. The problem of informational training of future teachers of musical art is one of the key issues in modern music and pedagogical education. According to Ukrainian and international educational documents (provisions of the «Pedagogical Constitution of Europe», the Law of Ukraine «On Higher Education», industry standards of higher education), professional training is based on a competency-based approach, as a strategic direction of state policy in the educational sphere, aimed at achieving educational result. In recent decades, this approach has become one of the key ones in modern pedagogy.

Investigating the content and features of the information competence of future teachers of musical art, it is important to emphasize that the trends of the modern information society led to the emergence of the process of the introduction and fusion of information technologies with the professional activities of specialists in various fields.

Analysis of the main researches and publications on the raised problem. On the basis of the above, the works of scientists V. Andrushchenko, G. Balla, S. Honcharenko, and L. Mitina, which are devoted to the study of the problem of training specialists at the current stage of informatization of society, acquire special significance. Ukrainian researchers N. Guralnyk, I. Mostova, O. Rudnytska, D. Yunyk considered the issue of professional training of future music teachers in the context of the development of the information society. The theory and methods of training music specialists were also studied by Chinese scientists: Wei Liming, Lin Hai, Li Junsheng, Zhang Weijia, Huan Xuan, and others.

However, as evidenced by the results of the theoretical analysis, the problem of forming the informational competence of future teachers of musical art as a whole system of education has not yet been solved.

Formulation of the purpose of the article. The purpose of the article is to theoretically substantiate the content of the informational competence of future teachers of musical art in the conditions of the development of a digital society.

Coverage of the procedure of theoretical and methodological research with an indication of research methods. The research uses problem and systemic approaches, as well as general scientific methods of analysis, synthesis, comparison and generalization. This contributed to the study of the features of the informational competence of future teachers of musical art.

Presentation of the main material of the study with justification of the obtained scientific results. The Standard of Higher Education of Ukraine for the specialty «Musical Art» states the requirements for the competences of the specified specialists, in particular, the possession of ICT tools: «ability to search, process and analyse information from various sources; skills in using information and communication technologies; the ability to apply traditional and alternative innovative technologies, etc.» [6].

The interpretation of the term «competence» in the modern paradigm of education, based on the competence approach, is used to denote the integrated qualities of a specialist. Professor I. Hevko notes that competence is «a special ability to effectively perform a specific activity in a certain field of vision, which is expressed in highly specialized competence. To be competent means to possess a set of competencies of different levels: to observe, to be knowledgeable in the subject, to ask questions independently, to prove one's position, to cope with interpersonal conflicts, etc. [2]. As scientist M. Holovan notes, «competence is a new type of goal setting» [3]. By the concept of «competence», researcher N. Loseva understands «a person's possession of the appropriate competence, which includes his personal attitude to the subject of activity» [4].

On the basis of the conducted analysis, the concept of «competence» is defined as the possession by future specialists of a set of knowledge, abilities and skills that ensure their effective professional activity.

Analysing the concept of «information competence», we believe that this characteristic implies a high level of development of scientific thinking of future specialists. According to I. Hevka and O. Torubara, it is information competence that determines the ability to «apply, find, store and transform various information and the ability to work with various information systems» [2]. These competencies are formed in future specialists at the stage of their professional training, in the conditions of the implementation of educational programs. Thus, the formation of informational competence of future teachers of musical art with the use of ICT is a necessary condition during the implementation of educational programs in higher education institutions.

Therefore, we believe that it is necessary to conduct an analysis of the regulatory and legal documentation that regulates the educational process in higher education institutions and the professional activity of the future teacher in the conditions of the implementation of educational programs.

Let us turn to the analysis of the international text «ICT Competency Framework for Teachers» (ICT Competency Framework for Teachers) [9]. This document was developed with the participation of specialists in the field of information technologies and experts in the field of informatization of the educational process. The content of this document reflects the requirements for the presence of formed competence regarding the use of information technologies among modern teachers. The document states the necessary requirements for specialists in the educational system: «to prepare specialists who know how to use ICT to work with information, who are capable of reflection, problem solving and the production of new knowledge». Also, according to the developers of the project, «teachers who meet these requirements have developed appropriate competencies, are able to successfully carry out the educational process in an ICT educational environment»; «a modern teacher must be able to help students of education use ICT tools in order to successfully collaborate, solve tasks, master professional skills and, ultimately, become a competitive and sought-after specialist», which once again confirms the need for the formation of information competence of the future teacher [9].

According to the UNESCO Institute for Information Technologies, education occupies a leading position in the promotion of information technologies. Involvement of students in activities in the digital environment at the stage of education will help to ensure the most effective functioning of their professional activities in the future [8].

The conditions of informatization, as well as digitalization of education, are prerequisites for the formation of professional competence in specialists, the content of which includes an informational component.

Researcher V. Bykov writes: «general digitalization has become a continuation of general informatization, strengthening it with the transition of many functional processes exclusively to the virtual sphere, expanding the possibilities of consolidation of information and communication, mobile technologies and global information resources» [1].

Scientific provisions regarding the study of the problem of training future teachers of musical art indicate that their professional competence is formed, including in the process of using information and communication technologies. I. Yatsenko, based on the key competences defined by the Council of Europe and the standard of national education, claims that the key educational competences of a teacher include information. From the researcher's point of view, «information competence is the ability to act in relation to information in educational subjects and educational areas, as well as in the surrounding world; possession of modern ICT tools; search, analysis and selection of necessary information, its transformation, storage and transmission» [7]. According to the scientist, in the conditions of professional training, information competence is formed in students of pedagogical higher education institutions, which is manifested in the readiness to use the means of information and communication technologies in future professional activities.

Based on the conducted analysis, it can be concluded that one of the priority areas of development of the modern education system is its informatization [10]. In this regard, society requires the formation of informational competence from the teacher of musical art. In addition, there is a need to constantly expand the knowledge of music teachers in the field of ICT application, which will ensure their effective professional activity.

The results of scientific investigations indicate that the need for the formation of informational competence of future teachers, including in the field of musical art, is becoming obvious. Having considered the concept of information competence, in a broad aspect, we conclude that information competence is considered in a number of studies as a component that forms the basis of professional activity. Without mastering information competence, it will be difficult for a future specialist in modern society to successfully realize himself in professional activities, as well as to perform professional tasks.

Therefore, let's analyse the concept of «information competence of future teacher of musical art» as a component of professional competence in the context of their training process.

We are impressed by the opinion of M. Moroz, who notes that professional and informational competence are closely related, and in the process of revealing the concept of «informational competence of future teacher of

musical art», one should rely on the phenomenon of readiness to use ICT tools in the organization of professional pedagogical activities for ensuring the quality of the educational process in general [5].

On the basis of the analysis of scientific research on the specified problem, the definitions of «information competence of the future teacher of musical art» are considered as the readiness of a specialist to independently use modern information and communication technologies in pedagogical activities to solve a wide range of educational tasks and the ability to design ways of improving qualifications in this field. In the content of the concept «information competence of future teacher of musical art» we understand the subject component of professional competence.

The professional tasks of a modern music teacher also include: the ability to create a virtual educational environment using electronic resources; readiness of the future teacher for further professional network interaction in order to exchange professional experience; implementation of the principle of continuous education based on the possibilities of modern ICT; application of virtual musical instruments, etc.

Based on the analysis, we believe that the formation of informational competence of future teachers of musical art should be carried out in accordance with the main stages: 1. ICT hardware and principles of its functioning as an object of computer science study. The main goal of this stage is the formation of information literacy and basic skills. 2. ICT tools are used to study the system of educational disciplines. 3. The use of ICT for the organization of the educational process, where technology is used as a universal tool for solving educational tasks. 4. Mastering and using multimedia tools, immersive technologies, online resources, etc. The goal of this stage is the successful mastery and use of new generation ICT tools to solve professional tasks.

Therefore, the process of forming the information competence of future teachers of musical art should be based on the introduction of information and communication technologies into the educational process of these specialists. To do this, it is necessary to analyse the possibilities of ICT tools and develop a methodology for their application in the educational process.

Research conclusions and prospects for further research. Therefore, future teachers of musical art must possess information competence, which includes: the ability to choose means of information service; knowledge of forms and ways of presenting data in text, graphic, verbal and numerical forms; the ability to use publicly available sources of information and be able to use them; to be able to evaluate and process data, analyse information using ICT tools. Prospects for further research are the definition and implementation of pedagogical conditions for the effective formation of informational competence of future music teachers in the educational process of higher education.

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ЗМІСТ ІНФОРМАЦІЙНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ ПЕДАГОГІВ МУЗИЧНОГО МИСТЕЦТВА

Мета статті – теоретично обґрунтувати зміст інформаційної компетентності майбутніх педагогів музичного мистецтва в умовах розвитку цифрового суспільства.

Методологія. У дослідженні застосовано проблемний та системний підходи, а також загальнонаукові методи аналізу, синтезу, порівняння і узагальнення. Це сприяло дослідженню особливостей інформаційної компетентності майбутніх педагогів музичного мистецтва.

Наукова новизна. У статті розкрито зміст інформаційної компетентності майбутніх педагогів музичного мистецтва в умовах розвитку цифрового суспільства.

Проблема інформаційної підготовки майбутніх педагогів музичного мистецтва є однією з ключових у сучасній музично-педагогічній освіті. Встановлено, що одним із пріоритетних напрямків розвитку сучасної системи освіти, є її інформатизація. Розглянувши поняття інформаційної компетентності, у широкому аспекті, робимо висновки, що інформаційна компетентність у низці досліджень розглядається як компонент, що становить основу професійної діяльності. Дефініцій «інформаційна компетентність майбутнього педагога музичного мистецтва» розглядаємо як готовність фахівця самостійно використовувати сучасні інформаційно-комунікаційні технології у педагогічній діяльності для вирішення широкого кола освітніх завдань та здатність проектувати шляхи підвищення кваліфікації у цій сфері. Визначено основні етапи формування інформаційної компетентності майбутніх педагогів музичного мистецтва.

Висновки. Інформаційна компетентність майбутніх педагогів музичного мистецтва передбачає знання форм і способів представлення даних за допомогою ІКТ, вміння оцінювати та обробляти дані, аналізувати інформацію застосовуючи засоби ІКТ, здатність використовувати загальнодоступні джерела інформації і вміти ними користуватися.

Ключові слова: інформаційна компетентність, майбутні педагоги музичного мистецтва, інформаційно-комунікаційні технології, система освіти.

Стаття надійшла до редакції 07.10.2024 р.

Рецензент: доктор педагогічних наук, професор І. В. Гевко